

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIV.

For the Week Ending March 2, 1907

No. 9

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School Communities Organizing.

Many signs point to a great educational regeneration of the city of Philadelphia. The spread of the parent-teacher associations is especially noteworthy. These associations meet in the school buildings, and a few are developing into flourishing neighborhood clubs. This is a splendid outcome. The organization of communities around the schools as the common social center is advancing apace.

One result Dr. Brumbaugh expects to hasten with the aid of the parent-teacher associations is a change of the lamentable conditions brought into being by the hard and fast rules governing the promotion of pupils in the schools. On March 5 a meeting of superintendents and principals is to be held to agree upon rational reforms.

The truism of the future will be "As is the community so is the school."



A Great People's University.

The free lecture courses supplied to the people of New York City are deserving of the highest commendation. They were developed to their present comprehensiveness and usefulness by the faith, zeal, and intelligence of one man. Dr. Henry M. Leipziger undertook the work with a definite ideal in mind, which gradually developed into a clearly organized scheme of a great people's university. In the beginning the object was to help particularly those who, coming to us from foreign lands, were anxious to know more of our government, the history of our institutions, and the resources of the United States. At present every adult desirous of instruction in the things that make for a broader outlook upon life, and for greater ability in coping with the problems of our complex civilization, is given the opportunity to obtain expert guidance and direction.

The class of people that attend the free lectures is made up of representatives of the most hopeful part of the community. Mothers anxious to learn how to meet the exigencies involved in their various responsibilities, laboring men and clerks who want to keep their souls alive by contact with the better things of life, young men and young women engaged in shops and in office work who desire to supplement their early education by acquaintance with things for which an interest has been awakened,—these and others like them go night after night to the public lectures. The audiences range from the humblest illiterate groping for light to those who have had the best educational advantages that

money, effort or ambition could command. In the office of a friend there are three young women, all well educated, one of whom attends a course in the history of music, another a historical course, and the third a series of lectures on first aid to the injured.

The free public lecture courses supply the very best possible substitute for a college education. An atmosphere of seriousness and helpfulness pervades everything. Usually the lectures are followed by profitable discussions. Books are suggested for collateral, supplemental, and expansive reading. The suggestions are conscientiously followed out. The public libraries furnish abundant testimony to the earnestness of the attendants at lectures. Invariably there is much call for the books whose reading has been advised. Who can estimate the magnitude of the benefits which the city, the state, the nation, our whole civilization, derives from the people's university that has sprung from the genius of Dr. Leipziger!

New York City has set an example that may well be followed by every school community in the world. Her generous support of the idea is among the best things that are recorded to her glory.



Our Need of Play.

The extension of public playgrounds is making slow progress. Perhaps we ought to be thankful that there is any progress at all. It is astonishing that a thinking people should not appreciate more readily the hygienic and moral gain to be derived from out-door play. Our country is away behind Great Britain and the British colonies in this matter. Germany, Holland, Scandinavia, and Switzerland too are far ahead of us. Sitting on the bleachers cheering baseball teams and football players does not make us a sport-loving people. The money we pay to see trained athletes at exercise does not purchase for us health or brain. We ought to be at play ourselves.

Wherever a few Englishmen live together they soon organize themselves into cricket teams, and Scotchmen will have their curling. With us, the typical procedure in pioneer communities seems to be to provide speedily for either a liquor saloon or a grocery store with soap-box seats for the discussers of politics and the ways of politicians.

Boys outgrow play at too early an age, and girls at a still earlier one. The high school period marks the finish of free out-door play for most girls, and boys pass into sedentary masculinity soon after. It is because of this American indifference to out-door

exercise that special agitation is required to awaken the public conscience to the necessity of supplying public playgrounds.

Our far-seeing and out-spoken President has repeatedly called attention to the nation's need of vigorous play. In the present number THE SCHOOL JOURNAL prints a letter in which he places himself squarely on record as favoring the endeavors represented by the Playgrounds Associations. If the public attitude were the right one no school would be erected without its playground and its gymnastic apparatus, made accessible to young and old after school hours. The neglect of this matter is to our discredit as a people.



When a town goes to work deliberately and raises the salaries of its teachers from twenty-five to forty per cent., without any solicitation from the teachers nor any effort on the part of the superintendent, it certainly deserves a word of special commendation. Plainfield, N. J., is such a place. The educational spirit is a splendid one. Supt. Henry M. Maxson has been at the head of the system for many years, enjoying the hearty support of all the citizens. Some very excellent work is being done in the schools. The people appreciate this. That is why they have revised the schedules of salaries. They feel that to keep up to the present standard greater inducement must be held out to efficient teachers. Rather than suffer the schools to retrograde they determined to advance all salaries \$100 or more, and also to raise the maximum of all the more responsible positions.



Strenuous Superintendents.

Robert Louis Stevenson never was a school superintendent—neither did he teach school, but he was gifted with prescience and wrote at times as if he verily had labored in the vineyard. In his "Apology for Idlers" is a bit of moral philosophy for all of those who mistake aggressiveness for constructiveness and who think force and fear the tools with which to win service and affection. "Look," says our mentor of superintendents, "at one of your industrious fellows for a moment. He sows hurry and reaps indigestion; he puts a vast deal of activity out to interest and receives a large measure of derangement in return. . . . He comes among people swiftly and bitterly, in a contraction of his whole nervous system, to discharge some temper before he returns to work. I do not care how much or how well he works, this fellow is an evil feature in other people's lives."

And *schola* means leisure! Tell it not in Gath.



Boston School Bells.

The search for novelties at a dinner has led to a discovery which will interest the former pupils of the English High School, of whom there are several thousand in Boston, says a writer in the *Transcript*. The secretary of one of the classes which graduated more than a generation ago bethought him that the bell which used to call the boys in from recess when the school was located in Bedford Street, would be an interesting relic to display and use at the annual dinner of his class. Diligent search on his part brought to light not only the old bell which was used when the Bedford-Street school-house was first occupied in 1844, and possibly before that time, but also another bell which had an interesting history. The first bell was the one employed by the great headmaster, Thomas Sherwin, and perhaps by all his predecessors, to call the boys in from their sports in the street and to bring them to order when they assembled in the hall of the building.

Nowadays, with electric bells so universally installed; scholars little appreciate the old-fashioned, deep-toned brass bell such as was employed by our grandfathers to call the hired men from the fields to dinner. The Thomas Sherwin bell, so called, was found years ago by one of the present masters of the school when the removal was made from Bedford Street to the present building. So long had this bell been used that the clapper had gradually worn thru the brass, and a ring finally dropped from the lower edge of the bell as sharply cut as if it had been by design and not by chance.

The second bell was used during almost the entire career of Master Luther W. Anderson, one of the finest teachers Boston schoolboys ever had. When a mere lad, Master Anderson walked from Nashua, N. H., to a little town on Cape Cod to take a school which needed a teacher. A few years later he went to East Braintree, and at that time purchased the bell, which is now kept in the family as a cherished relic. From East Braintree he went to Charlestown, taking the bell with him, and, when he came to the English High School in 1852, the bell was still employed to call the boys of his room together. So much interest has been manifested in the Sherwin bell that it is to be suitably engraved and placed in the cabinet in the English High School building, which contains the trophies of the various athletic teams of the school.



Cost of Living.

A committee of Denver school principals has worked out a very conservative estimate of the yearly expenses of a family of five. While the figures apply more particularly to the city of Denver, they may be taken as fairly normal for the larger number of American cities. Here is the estimate:

Rent.	\$300.00	Church.	\$40.00
Fuel.	75.00	Amusements.	25.00
Light.	30.00	Car Fare.	75.00
Provision.	480.00	Health.	50.00
Services.	100.00	Summer Outing.	60.00
Clothing.	300.00	Insurance.	150.00
Magazines and Papers	30.00	Societies.	25.00
Hospitality.	25.00	Furniture.	60.00
Books.	25.00	"Rainy Day"	00.00
	Total, \$1,850.00		



A Memorial of Poverty.

In Budapest, the figure of an old man long familiar to frequenters of the streets was missed not long ago. It was old Gerlach, who years ago had been a teacher in families of the aristocracy and had won the doctor's degree in law, philosophy, and theology.

For years he had lived in penury, subsisting on bread and water, and sleeping in the open, and finally he died in want. A will which the old man left discloses the fact that this suffering had been voluntary, and undergone that he might contribute to the education of his country. By his long years of self-denial he had accumulated \$100,000 which the will directs shall be used for founding village schools.



The Board of Education of Milwaukee, Wis.; has been requested to rescind the permission granted to children to attend the public lectures conducted by the Board. It is suggested that an afternoon course especially for children be instituted. A plan is being discussed for making larger use of the school buildings by establishing branch libraries and reading rooms in them.



An outbreak of scarlet fever among the students of Amherst College led the College authorities, on February 14, to close the College until March 1. All students living out of town were ordered to leave Amherst by six o'clock on February 15.

The President Favors Public Playgrounds.

THE WHITE HOUSE, Washington.

February 16, 1907.

MY DEAR SIR:

It is with regret that I must refuse your kind invitation to be present and speak at your annual banquet.

I have noted with pleasure the good work which your Association has done in promoting playgrounds for the National Capital. I am especially pleased with the prospect of Congress granting this year an appropriation for the purchase of playground sites. I trust that the bill of Representative Bou-tell will also go thru, so that you may be able to secure sites in the various quarters of the city now while open spaces still exist and before the price upon them becomes prohibitive. The plan of playground development for the District has been so carefully drawn that I hope it may be carried out substantially as outlined. I regard this as one of the most important steps toward making Washington the model city which we all feel that the Capital of this nation should be.

I have been pleased to see also that there is a new interest in play and playgrounds all over the country, and that many cities that have not previously taken up the movement in a systematic way have made a beginning this year. The annual meeting of the Playground Association of America in Chicago, in June, with its attractive play festival and comprehensive study of play problems, is sure to increase this interest. I trust that all of our larger municipalities will send representatives to this exhibition to gain inspiration from this meeting and to see the magnificent system that Chicago has erected in the South Park section, one of the most notable civic achievements of any American city.

The new appreciation of the value of play in the development of children is shown in many ways. The physical trainers in all of their recent meetings have put a new emphasis on the importance of play, and are giving a larger place to it in their work. The Public Schools Athletic League of New York has organized athletics along sane and helpful lines for thousands of school children, and a number of other cities seem to be about to take up this movement. There is a general feeling in our schools and colleges also for larger athletic fields, and the participation of a larger proportion of the students in athletic events. In Germany a large number of games have been put into the school course as a part of the school system, thus extending the method of kindergarten thru the elementary school. In England football and cricket have been a part of the school course at Eton, Rugby, and most of the other public and preparatory schools for many years. In the private schools of this country similar to these English schools, such as Lawrenceville, Groton, St. Paul's, and many others, play is

also provided for in the curriculum. I hope that soon all of our public schools will provide, in connection with the school buildings and during school hours, the place and time for the recreation as well as study of the children. Play is at present almost the only method of physical development for city children, and we must provide facilities for it if we would have the children strong and law-abiding. We have raised the age at which the child may go to work, and increased the number of school years. These changes involve increased expense for parents, with decreased return from the child. If we do not allow the children to work, we must provide some other place than the streets for their leisure time. If we are to require the parents to rear the children at increased expense for the service of the State, practically without return, the State should make the care of children as easy and pleasant as possible. If we would have our citizens contented and law-abiding, we must not sow the seed of discontent in childhood by denying children their birthright of play.

City streets are unsatisfactory playgrounds for children because of the danger, because most good games are against the law, because they are too hot in summer, and because in crowded sections of the city they are apt to be schools of crime. Neither do small back yards nor ornamental grass plots meet the needs of any but the very small children. Older children who would play vigorous games must have places especially set aside for them; and, since play is a fundamental need, playgrounds should be provided for every child as much as schools. This means that they must be distributed over the cities in such a way as to be within walking distance of every boy and girl, as most children cannot afford to pay car-fare. In view of these facts cities should secure available spaces at once, so that they may not need to demolish blocks of buildings in order to make playgrounds, as New York has had to do at a cost of nearly \$1,000,000 an acre.

Neither must any city believe that simply to furnish open spaces will secure the best results. There must be supervision of these playgrounds, otherwise the older and stronger children occupy them to the exclusion of the younger and weaker ones; they are so noisy that people living in the neighborhood are annoyed; they are apt to get into the possession of gangs and become the rendezvous of the most undesirable elements of the population; the exercise and play is less systematic and vigorous when without supervision; and, moreover, in all cities where the experiment has been tried it has been found that such playgrounds are not well attended.

Sincerely yours,

(Signed) THEODORE ROOSEVELT.

Mr. Cuno H. Rudolph, President, Washington Playground Association, City.

The Recess of the Little City Girl.

By C. C. RICHARDS, Roxbury, Mass.

At recess time the country child has a decided advantage. Even tho' the school-yard be bare and trampled, there is the chestnut tree just over the fence, full of prickly sweetness in October; there is the long hill to coast down in winter; and in the springtime the violets bloom by the brook. On warm days she can scramble over the fence and sit on the grass under the trees. The sun may be hot, but the air is fresh and clean, and from down below comes the song of the little brook, "Come down and paddle, come down and paddle. I am cool, cool, cool." The birds sing over her head, the gray squirrel with the big bushy tail runs by; and without realizing it in the least she is one of the happiest things in the world, at heart as much a part of the woodland life as the birds, the squirrel, or the brook.

The little city girl is turned out with six hundred and ninety-nine other girls of varying sizes, into a big brick-paved yard (there may be a tree or two), to fare as she may; and such are the resources of childhood that she manages, notwithstanding her limitations, to fare extremely well. But she must not run. Once upon a time, so goes a tradition of one school, a girl ran in the yard. She was a large girl, and in the course of her career she hurled herself against a defenceless small girl, and threw her forcibly upon the brick-paved ground. The tragic rising of the small girl developed a broken collar-bone, and from that time to this no gait faster than a walk has been permitted.

Because she must not run the small girl plays ring games. There is but one of perennial freshness, of which she never grows weary. That is the good old Farmer in the Dell. From the time the farmer takes his wife, to the climax when the cheese is left behind, it is an unalloyed joy.

There was one game which was a prime favorite for weeks, until it wore itself out; and probably now wanders disconsolately around the yard, poor little ghost of a ring game, wondering why no one will play. It was set to most engaging music, and was not in the least intellectual. These were the words:

There's some one in the cellar,
There's some one in the cellar,
There's some one in the cellar.
But now he's gone away.
Now let me see your motion,
Your motion, your motion,
Now let me see your motion,
Before you go away.

At this pressing invitation the girl in the middle invariably did a little jig. As she danced, all the other little girls danced too; red legs, black legs, brown legs, white legs, curls flying, Dutch cuts bobbing!

It was a delightful game.

After "The Cellar" died a natural death, "The Red Bird" took its place for a season.

There goes the red bird tra la la la la!
There goes the red bird tra la la la la!
There goes the red bird tra la la la la!
For she loves her sugar and her tea!
Bow to the ladies tra la la la!
Bow to the ladies tra la la la!
Bow to the ladies tra la la la!
For she loves her sugar and her tea!
Kiss all the ladies tra la la la la!
Kiss all the ladies tra la la la la!
For she loves her sugar and her tea!
Mighty pretty motion tra la la la la!

Mighty pretty motion tra la la la la!
Mighty pretty motion tra la la la la!
For she loves her sugar and her tea!

Sometimes the bird proved to be possessed of such variegated plumage that every child in the ring piped up with a different color, but that only made it all the more interesting. The dignity with which she bowed to the ladies was only surpassed by the airy grace with which she threw kisses with both hands. But the crowning performance was the little dance at the end. She might be a mother's darling, all ribbons and embroideries. She might have holes in her stockings, and shoes thru at the toe; the only thought in anybody's mind was that "mighty pretty motion," the while she footed it with right good grace; and a "mighty pretty notion" it often was.

Sometimes the sun peeps over the tenement-houses at the rear, casting a long line of shadow across the yard. Then you will often see a row of little girls thrusting their hands forward, so that just over the dark line appear a dozen little shadowy hands. In front prances one of their friends, doing her best to plant her foot firmly on one of those swiftly-moving little hands, always much too pretty to step on.

These same tenement-houses have windows which are filled full at recess time with Jews and Gentiles, who never seem to weary of watching. There is the stout German woman who lives downstairs; and who is never so busy that she cannot come out and pick up a bean-bag or ball which has wandered by mistake over the high iron fence. There is the fat baby who presses his red cheeks between the pickets, lost in speechless admiration, but who retires with dignity if addressed. There, too, is the anxious mother hurrying up the alley way with a paper bag, beseeching a dozen girls to find her Mary, because "Mary wouldn't eat no breakfast"; and there is the finding of Mary, who receives her paper bag with exactly the same air which she would wear if caught copying examples.

The pet of the yard for weeks was a black cat who squeezed himself between the pickets of the fence every morning when the first detachment of girls appeared, his tail arched majestically over his back, purring for dear life, sure of a welcome. He was loved with enthusiasm, and greatly missed when he moved away. His successor was a dilapidated tramp cat, whom the girls took turns in feeding, and who achieved quite an air of prosperity before vacation.

Sometimes one girl adopts four or five others as her children, for the home-making instinct is strong, and sets up housekeeping in a corner of the yard. The discipline of her family occupies her time fully.

Such bad children! They say "I won't"; they make faces; they cry; they run away! Sometimes, after pursuing her errant children all over the yard (here the rule "no running" is most afflicting to both parent and child), a weary mother returns to her home to find it occupied by another family. This always leads to dire complications. Mothers of six and seven daughters have been known to slap each other and shed tears, before this house question could be settled.

Marbles are generally conceded to be one sign of spring, but the only true sign in a girls' school is the jump rope; not the individual jump rope, but the long rope with two girls to swing it. There is, of course, the girl who never jumps; there is also the girl who would jump herself enthusiastically

into the grave if not reasoned with; and there is the girl who jumps pepper. Jumping pepper is strictly forbidden. In jumping pepper the rope is swung as hard and fast as it can be made to go; and after about a minute of it the jumper is not sure whether she is in heaven or on earth. Then it is that the pessimistic small girl, who stands shivering by while the others jump, tells her everlasting tale about the girl she knew who jumped pepper a hundred times and died. "It was awful!" she says.

So the twenty minutes wear away, and the big gong strikes once. Instantly the fun is over, the

joyous tumult stilled. Mrs. Jarley's wax works are nothing to the rigidity of those seven hundred girls. The gong strikes again; the files form; the whole school goes upstairs.

There is sometimes reluctance shown in the dressing-room of the little girls in the taking off of hats and coats. Recess is such a jolly time. Their teacher stands in the doorway. "Please hurry, girls," she says, and then she adds feelingly, with a sudden remembrance of "The Cellar," "I wish you'd let me see your motion." At this everybody giggles and goes cheerfully in to geography.

An English View of American Private Schools.

G. P. DYMOND, in *Secondary Education* (London).

It has often been stated that the effect of the establishment of the great municipal schools in America for secondary education has been to make private schools unnecessary. I therefore made a point of inquiring about such schools whilst visiting the States and Canada as a member of the Moseley Commission of Teachers.

At New York I had a conversation with Dr. Julius Sachs, who is one of the most influential and most generally respected educationists in that city. He has established two private schools near Central Park—one for boys, numbering about 110 pupils, and now carried on by his successor, and the other for girls, with 130 students, of which Dr. Sachs is still the principal, in conjunction with Dr. Leete as associate principal. Dr. Sachs kindly showed me thru the latter, which is modeled on the high school plan, and has similar apparatus and equipment. I found by inquiry that, tho there is no great demand for private day schools under existing conditions, there is a growing demand for good private boarding schools. At the same time it is being noticed in the States that the steady pressure of the high school routine, bearing on all alike, is causing many of the weaker students who cannot keep pace with the rest to fall by the way. It is simply impossible in great public schools, varying in number from 500 to 2,500, to secure that individual attention which such cases demand.

At Washington, as at Boston, I found the opinion well established that, whilst the high schools may answer very well up to a certain standard, they need to be supplemented if a student wishes to succeed in the professions or in any academic course. Hence there are many private "fitting schools," as they are called, whose aim it is to make up for the deficiencies of the public high schools, and to give students destined for any special vocation just that training necessary. This kind of thing is carried on to an extent not known in this country. I even heard of a lady who was being "fitted" at one of these institutions to become the wife of a clergyman whom she was about to marry.

At Baltimore I heard of the Friends' School, the Deichman, the Marsden, and the Boys' Latin School, as well as the fine women's college belonging to the Methodist Episcopate Church; with others quite outside the State system. At Washington a public school teacher gave me the names of several large schools of 100 or more pupils, under private management, such as the Mount Vermont Seminary, the Fairmont Seminary, the National Park Seminary, the Friends' Select School, the Washington School for Boys, the Army and Navy Preparatory School, the Bliss Electrical School, the Episcopal High School, and the Deaconess School for Girls. There are about twenty of these schools in Washington, and their reputation is such that my informant volunteered the statement that he would rather have a brother or sister of his own go to a

private secondary school than to a public high school, because of the better training given at the private schools.

Further west, where education in the higher grades of school life has been from the first organized by the State, private schools have not yet been established to any great extent; but it will not be surprising if they find favor as the demand for higher education increases.

It has to be remembered that education in America is in a transition state. There is a growing feeling there that the personal influence of the teacher and his power of inspiring the right kind of zeal for the best educational ideals count for more than the best possible equipment as to buildings and apparatus. Many of the best teachers, I am told on good authority, disappointed in the conditions under which they labor in the State schools, are opening schools of their own and making them succeed. The conditions of American home life also are leading parents to send their children to boarding schools to a greater extent than was formerly the case.

It was with some surprise that I learned that the day school fees are in some cases as low as eighty dollars, or £16, per annum. Generally they vary from £20 to £50 or more per annum. The Roman Catholics have some fine schools in the States, where the fees are very low, and the teaching so good that many Protestants children go to these schools in preference to the State schools.

The impression made upon my mind by what I saw and heard is that no private school that proves itself efficient and keeps up to date should be lightly suppressed if we are to conserve what is best in our educational system and to avoid some of the features which are causing perplexity in America.

A Flower Show.

Here is a suggestion worth putting into practice: Distribute among your pupils a box of flower-seeds. Ask them to take their treasures home and put them in earth. Explain how to take care of the plants that will spring from them. Announce that you will have a flower show in school when most of the plants will be in bloom. It would be well if every child could be given several seeds to be planted in different boxes so that the chances will be increased for each one to have something to exhibit when the day of the show is at hand. Let the pupils report every week what progress their plants are making. Disappointments should be investigated; a few new seeds, and the trouble is remedied, and a child's happiness restored. When at last the great day draws near on which the plants are to be exhibited, have the children write and decorate neat cards inviting all friends of the school to view their window gardens. The tasteful arrangement of plants will be a pleasing sight. And think of the education within and behind it all!

Needs of the Lower Grades.

BY FREDERICK W. COBURN, Boston.

The new materialism continues to gather force. Unlike the old materialism, it is not sordid or groveling. It holds out a hope of the spiritual redemption of humanity thru physical standardization. Every progressive educator must be feeling its influence. The day is near at hand when the physician—the doctor of health as well as of disease—will be recognized as the high priest of modern society.

There's a forward step in this direction of considerable importance to be noted in the report of a special committee of Boston physicians who were appointed by the School Board in June, 1906, to examine into the conditions in the first three grades of the schools. The members of this commission were Drs. George S. C. Badger, Joel E. Goldthwait, Arthur C. Jelly, Louis P. O'Donnell, and James S. Stone. Their findings and recommendations are based upon observations made in a number of different schools at various times of the year.

The gentlemen comprising this committee undertook their task without supercilious determination to be unnecessarily critical. They clearly were not looking for notoriety, but for information. In the present conduct of the Boston schools they find much to approve, for they say: "Much of the criticism of the schools has been made by those who have no personal knowledge of them or of the conditions that prevail in them."

The most important recommendation of this committee of physicians, perhaps, is one to the effect that nurses are needed to supplement the ordinary work of medical supervision. A connecting link of great importance between school and home can thus be established.

This project is one of which we are almost certain to hear much more in the near future. It accords with the experience of New York and other cities in the practical working of medical inspection. Trained nurses have already been employed in Boston public schools in an experimental way. For some months past two have served certain schools where their presence is most needed, one in South Boston, the other in the West End.

The whole movement has the promise of reforming certain abuses that have grown up in the medical inspection of Massachusetts cities. The trained nurse to secure the best results should undoubtedly be a resident of the district in which her schools are situated. She should know its gossip and appreciate its real conditions. In her work at the school she is, if ordinarily tactful, much better able to deal with women teachers than any man can be. Her prime duty is to prevent disease and to increase the health and well-being of her constituency. Too often, such is the experience in Boston, the physician supervisor almost never enters the school-room except when summoned by the report of a case of illness. Ordinarily he goes thru the streets like the iceman, looking for the card in the window which says that his services are in demand. Day after day he finds "nothing doing" and goes back to his office. The ordinary work of inspection, therefore, is in the hands of the teachers, tho the medical profession is held responsible. Women, trained by physicians, can better that state of affairs, and for less money than it would cost to hire doctors to supervise closely. More nurses and fewer physicians is likely to be a watchword in the next few months. The present system of medical

inspection is unsatisfactory because it is not thorough-going.

The committee's findings regarding afternoon sessions are thoroly sensible. They do not recommend the radical step of closing the school-houses at one o'clock. The question of afternoon sessions is one which, I suppose, is just now agitating the whole country. I happen to know that it is more or less in discussion in Winchester, Mass., where a number of good mothers have read the interesting works of Mrs. Charlotte Perkins Stetson Gilman, Mr. C. Hanford Henderson, and other enthusiastic advocates of the rights of childhood, and where, as a consequence, a very strong feeling has appeared in some families that the children ought to be allowed to play out of doors from lunch-time on. As another consequence the retort courteous comes from members of other families whose members are equally interested in the welfare of their offspring, that the circumstances in which, without expert supervision, the children now play in God's glad sunlight on Saturdays and other days in which they are free from school tasks are such that they often come home more nervous and even hysterical than they possibly could become in the atmosphere of a well conducted school-room. What with the influence of tough gangs of older boys, with the constant feuds and bickerings that are part of childhood's inheritance from the jungle folk, and with the exhausting nature of unregulated sports and games pushed oftentimes beyond the limit of the physical endurance of any but the most rugged—why it's clear that children when playing among themselves wear each other out, so say those who oppose the discontinuance of the afternoon session.

It is, of course, true that the further the child—or the adult, for that matter—gets from sleep the less valuable his activities, the more liable he grows to become overstrained and restless. It is also quite possibly true that the ideal regulation of the lives of children would be one which would carefully supervise their games in the open air after the capacity for doing mental work had passed—always supposing that all parents could afford to clothe their children properly for such exercise. The present choice, however, is between two evils; but of those evils the one based upon present educational conventions is certainly, if one may judge from personal observation of the effect of the Saturday holiday, by far the less.

Still more obvious, *a priori*, would it appear that the children of parents who live in crowded city blocks had at least best go to school afternoons until intelligent provision can be made for them otherwise. And this is exactly what the committee of Boston physicians found. In a general way, it is asserted, the two sessions are not harmful to the pupils. In the last hour of the afternoon, to be sure, the little children show unmistakable signs of fatigue, not, indeed, of so protracted a character as to be a serious menace to their health, but of a sort to call for some readjustment of the program. On very warm days, in fact, it would seem wise to dismiss the school early in the afternoon. It is recommended as a general principle that the last hour be devoted to play and to exercises chosen by the children rather than appointed by the teacher.

Even during the first hour after the noon recess, altho the children are active and attentive, they are much less so than in the corresponding period of the morning session. Still, this hour is of considerable educational value. The question of the children's

midday meal at home, it may be added parenthetically, is not brought up at all—altho this is certainly an important factor.

Several arguments set forth in the report of the commission against any proposal for one-session school days in the lower grades are that the environment at school is better than that to which the average city child is subjected when he plays in the streets; that the little ones are very generally taken to and from school by older brothers and sisters and that hence confusion would result unless the plan applied to all the grades; that under the present system all the children get a warm meal at home without imposing the unnecessary hardship upon the mother of dinners at different hours for the children of different grades.

Another significant recommendation made by the committee is to the effect that the streets in the neighborhood of public schools should be laid with smooth pavements in order to lessen the noise in the midst of which educational work must be carried on. Not a little of the nervous strain for teachers and pupils in our larger cities would, without

doubt, be removed if this provision could be made everywhere. Not only the noises but the concussions acting on the nervous system thru the continuous series of tremors and vibrations in the steel-framed building would be sensibly diminished. One cannot sleep peacefully in a business office over a street paved with granite blocks and alive with traffic; no more can one properly study in such circumstances.

Boston, like many other cities, has not always safeguarded the eyesight of its children as should have been done. The physician critics submit that every school-room in the city ought to be provided with facilities for artificial lighting and that in all instances the windows should be kept clean. It is also suggested that on dark winter afternoons the principal shall have authority to use his discretion as to early dismissal of classes. The report is not particularly enthusiastic as to hygienic conditions in the portable school-houses, unevenly heated by stoves and often badly lighted. These are clearly an imperfect makeshift necessitated by the growth of population in excess of proper school facilities.

Text-Books and Supplies.

RECENT LEGISLATION SUMMARIZED BY PROF. EDWARD C. ELLIOTT.

[U. S. Bureau of Education.]

Of the legislation concerning text-books and supplies, the enactments in the following States are worthy of note: Indiana, relating to the frequency of revisions of text-books used in the public schools and the authority of the State Board of School Book Commissioners to cancel contracts; Missouri, abolishing the School Book Commission created in 1897; Connecticut, requiring a vote to be taken upon the question of free text-books, and Virginia, providing for the State adoption of text-books. The enactment in New York, relating to misrepresentations in the sale of school text-books and supplies, and that in Oklahoma, relating to school book and supply monopolies, are likewise measures of more than local importance.

GENERAL.

INDIANA: Amending sec. 13, chap. 93, Laws, 1893, as amended by Laws, 1901, relating to the revision of and contracts for text-books used in the common schools.

Limiting required revision to not oftener than ten years, excepting copy books, histories, and geographies, revision period of which may be five years.

Granting State Board of School Book Commissioners power to cancel any contract at expiration of five years, by two-thirds vote.—Chap. 95, March 4, 1905.

IOWA: Amending sec. 2828, Code, 1897, relating to the frequency of the publication of bids for text-books.

"Once each week for three consecutive weeks" instead of "for three consecutive weeks."—Sec. 4, Chap. 9, April 10, 1906.

NEW YORK: Adding sec. 16, tit. 1, Consolidated School Law, 1894, making it a misdemeanor to misrepresent in the sale of school supplies to any board of trustees, board of education, public school teacher, or to the representatives of any State educational office.—Chap. 58, March 15, 1906.

NORTH CAROLINA: Promoting the production and publication of school books relating to history, literature, or government of North Carolina.

Appropriating \$5,000 per annum for the years 1905 and 1906, to be used by the State Board of Education in encouraging the production of school books relating to the history, literature, or govern-

ment of North Carolina; authorizing selection of committee to examine manuscripts; payment of expenses and compensation of committee. Board of Education to fix prices at which books shall be sold to school children. Proceeds of sales to go to school fund.—Chap. 707, March 4, 1905.

OKLAHOMA: Providing for the regulation of the sale of school books and school supplies.

Prohibiting trusts and combinations dealing in school books and school supplies. Providing penalties for violations.—Chap. 33, Art. 11, March 4, 1905.

SOUTH CAROLINA: Relating to convenient depositories for common school books.

Providing that the county superintendent of education locate a reliable depository in each township in each county for common school books. Books to be deposited with said depository and sold at not exceeding ten per cent. above their cost.—Act. No. 441, February 22, 1905.

UTAH: Providing for a special tax levy for text-books.

VIRGINIA: Repealing sec. 1501, Code, 1904, relating to frequency of change of text-books.

WISCONSIN: Amending sec. 440, Statutes, 1898, relating to choice and change of text-books in common schools.

Removing provision regarding authorization of majority of legal voters of district before school board may change text-books; and provision regarding excepting districts furnishing free text-books.—Chap. 443, June 19, 1905.

FREE TEXT-BOOKS.

CONNECTICUT: Towns at annual meeting of 1905 to decide by vote the question of providing free text-books and other school supplies.

Makes permissive action granted by sec. 2135, General Statutes, 1902, obligatory for 1905.—Chap. 174, June 29, 1905.

UNIFORMITY OF TEXT-BOOKS.

VIRGINIA: Amending sec. 1433, Code, 1904, as amended by chap. 101, Acts, 1904, relating to duties of State Board of Education.

Providing for State adoption of text-books for a period not longer than four years. Extending power of investment of literary fund so as to include district school bonds.—Chap. 248, pp. 433-436, March 15, 1906.

The Relation of our Educational Ideals to Present Day Civilization. II.

(From the report of the Committee on "The Length of the Combined School and College Course," appointed by the Educational Council of the Colorado Teachers' Association.)

Compulsory education may demand a readjustment of the curriculum which will enable manual training to secure a far larger portion of the school day. Some insist that for such children we need something more than a manual training school, that we should give them an opportunity to learn some trade which will enable them to earn a living.

2. Closely allied to this is the proposition that the commercial and industrial character of present day civilization needs recognition in our elementary and secondary education. Constant complaint is being made that our boys are not being trained in a way that makes them effective for the positions they are compelled to fill after they leave school.

An adequate discussion of the problem is beyond the limits of this paper. Such a discussion would have to include the question of the advisability of trade and technical schools, and of the nature of such schools were their advisability to be conceded. This discussion to be thorough would need to consider the advisability of incorporating into a democracy, which heretofore has prided itself upon the ease with which its individuals adjusted themselves to various occupations, whenever the adjustment seemed advisable, a system of education designed to fit individuals for some definite, particular line of activity. It would need to compare such a probable product with the product now obtained from an educational system designed not to fit for some particular occupation, but to give the individual command, so far as possible, of all his faculties; a system designed to develop judgment, initiative, self-control and the power easily to acquire the special knowledge necessary for the particular work which he attempts.

The failure to distinguish between general and special training is the cause of much of the complaint which from time to time is made against the schools.

In spite, however, of the numerous arguments which can be made in defense of the all round education which most schools attempt to offer, if we are to be consistent with the general truth expressed by the first fundamental ideal, harmony with environment, we must confess that unless the young man has the mechanical skill necessary in the position which he is compelled to take, he is not in harmony with his environment. We must therefore give opportunity for the development of certain mechanical skill, in excess of that necessary for all-round educational development. Just how far such an admission will carry us depends largely upon the community in which we live. A city in which the large proportion of its citizens are engaged in some particular occupation is justified in offering opportunity for training looking toward that occupation. A city where no particular trade or occupation is prominent cannot with propriety support any kind of a trade school at public expense.

All cities, however, are justified in demanding a mechanical facility in computation, penmanship, and spelling, which educationally is not necessary. Educators consistently forget this and reap the harvest of criticism which in too many cases is deserved. Present day civilization demands greater skill on the mechanical side of education and we must secure this or the really educational side of our work will be endangered thru lack of popular support.

An attempt to bring public school education into closer relation to the commercial tendencies of the age is seen in the commercial courses now offered in many high schools and the commercial high schools now found in some of our large cities. That these new courses and special high schools came in response to a genuine demand is unquestioned. That a satisfactory solution of the problem "what constitutes a satisfactory high school commercial course" has been found is very doubtful. What is aimed at in these new courses is something which, while not sacrificing the mental training and the culture obtainable from the customary high school course, will on the one hand furnish information desirable to one intending to pursue commercial activities, and on the other hand give specific training designed to make the young man more efficient in the routine work which nearly every one must attack when first commencing work.

What will constitute a satisfactory adjustment of these somewhat widely contrasted ideals? It is not difficult to frame a course of study which from the standpoint of mental discipline and even general culture is not inferior to the ordinary course pursued by those preparing for college. Such a course utilizes many of the same studies, but the point of view, whether in English, History, Modern Languages or Science, must be the commercial one.

Right here is found the reason why the so-called commercial course offered by the ordinary high school is a confessed failure. The course of study may be logically correct, may in fact be a duplicate of the course offered by the best commercial high school in the United States, and yet it will fail to meet the demands and satisfy the public. While the subjects are such as should be taken, the point of view of the teacher is not the commercial one. The college preparatory courses are the ones believed in by the teachers—in fact many of them rather look with contempt upon the idea of a commercial course. History is taught with little emphasis given to commercial and industrial development. English is merely a literary study; chemistry is taught as a preparation for college chemistry, and so on. Those of us who are responsible for the preparation of high school courses are not justified in assuming that the small numbers electing commercial courses indicate a small popular demand for commercial education. It merely should teach us that we are not furnishing what is desired. Almost any business man is willing to admit that the high school output isn't what it should be, but most naturally he is unable to suggest the right thing. The private business or commercial school has attacked the problem from the opposite point of view and has overemphasized the mechanical side of business education. It is unnecessary to bring forward the arguments against the ordinary business course—their truth is generally admitted by the business college men themselves. Their position is unassailable. They are giving what the public is demanding and what the public is willing to pay liberally to get. Business men find that the ordinary high school or grammar school boy is more valuable to him as a clerk if he has had the training which the business college offers. If the business college product is unsatisfactory, as it very often is, it is not on account of the inferior work of the business college, but because of the

failure of the boy to get out of the public school that development of power which all grant to be the peculiar function of the public school to develop and which he should have secured before attempting the purely mechanical work of the business college. The successful commercial high school course of the future will be found either in separate commercial high schools or in high schools where the principal will be able to secure teachers with the true commercial point of view. It will have culture value, but at all times and in all subjects the fact that the pupils are being prepared for commercial life will be kept prominently in mind. It will also be remembered that mechanical facility is attained and what is more to the point, retained only by unremitting practice, and a reasonable portion of each school day during the entire course will be devoted to that end. When we realize that aim—a course designed to give mental training and culture equal to the college course, yet designed to give that information and power peculiarly needed by the effective business man, and containing opportunity for the requirement of suitable accuracy, speed, and ability in the mechanics necessary for business—we will have taken a decided step forward in harmonizing education to present day civilization.

4. The twentieth century is presenting us with conditions relative to capital and labor which, while merely the outgrowth of nineteenth century conditions, are from their very magnitude, forcing upon us the question—"do our educational ideals properly meet the situation?" Here is where, I take it, we are to consider ideals as a force in modifying environment. The educational ideals under which we have labored for the past few decades have either failed to check the evils rising from the readjustment of life to modern industrial and economic conditions or they have had some influence in encouraging these conditions.

An assured answer to so tremendous a problem can not be given. Some speculation along these lines is worth while.

In the first place what are these new conditions? On the one hand we are witnessing a steady and in some cases enormously rapid increase of individual, family, and corporate fortunes. This fact is of interest to us mainly from the resulting fact of enormous concentration of power. Individuals or corporations dominated by individuals are able to bring prosperity or disaster to whole communities. The welfare literally of millions is dependent upon the decision of individuals, sometimes interested in the welfare of the millions only in so far as it harmonizes with their own supposed interests.

On the other hand as a natural result of the first condition, the number of individuals working for salaries and dependent for their livelihood more or less directly upon corporations, is enormously increased. To some extent these salaried employees have organized for mutual help and defense and face organized capital in a more or less hostile attitude. All indications point to extensions of organization both on the part of capital and labor with increasing effectiveness as experience shows the folly or wisdom of different lines of action.

To what extent does organized education have a part to play in developing or restraining these new economic conditions?

Going back to our fundamental supposition—we are educating a democracy, that democracy becomes a complete democracy to just the extent that the individual members become trained, *i. e.*, educated. An educated democracy is irresistible and can control its development with absolute precision. It matters little how wealth is accumulated, in the long run a vast estate must be administered in harmony with the desires of a democracy. The

apparent dangers coming from concentration of wealth are to a large degree imaginary, providing always that democracy remains true to education. The specific danger of the next few decades may come from the problems and quarrels of organized capital and labor, but if so it will be due to the failure of democracy properly to educate the millions of foreigners flocking to our shores, themselves the best tools for corrupt power, so long as they remain uneducated.

No, the new problems arising from modern economic development do not require new educational ideals, but they do demand a faithful adherence to the old ones, and continued faith in universal, and if necessary, compulsory education.

5. The new problems arising from the narrow and intensive environments of modern city life are fully recognized by our educators. Much thought is given to their solution and increased funds to meet these new demands are in the main easily secured. The so-called "enrichment" of the curriculum has come largely in response to the demands and limitations of city life. This is particularly true of nature study, manual and physical training. The evening and vacation schools can also be said to have come into being on account of these new demands.

Of late years the attempt to widen the usefulness of the school as a center of community life, has received much respectful consideration. The socializing of the school has scarcely been begun, but the possibility of development along this line is immense, and in it one can see a solution of many of our most perplexing city problems. At present the chief obstacles in the way of progress along this line are twofold. First, the increased expenses necessarily incurred; second, the lack of trained, enthusiastic, self-sacrificing workers.

6. The question of the amount and kind of ethical or religious instruction to be undertaken by our public schools, has received renewed emphasis of late. Many of America's most distinguished and thoughtful men are urging that more attention be given to this part of education. The fact that some of our most prominent financial leaders and distinguished politicians have been proved to be strangely deficient in the principles of common honesty is cited as evidence that America's educational edifice is built upon unsound ground, and that a speedy moral deterioration must be expected if radical changes in the character and effectiveness of moral instruction are not made.

The disclosures of recent months, shocking as they are, should not be considered as a sign of a recent moral weakening in education, or even as a discouraging condition of the body politic. As a matter of fact so far as they indicate anything concerning the effect of public school education upon the character of our individual citizens, the conclusions would be encouraging. Some one has pointed out that the majority of the chief offenders are men well past the prime of life, the product of schools of two generations ago, while the reformers, those whose names are synonymous with honesty and square dealing, are young men who have graduated within the last twenty-five years. Such a retaliatory reply has no value except as emphasizing the valuelessness of the original charge.

Battle in Central America.

The troops of General Bonilla, President of Honduras, attacked the forces of General Zelaya, President of Nicaragua, on February 18. The latter were defending the Nicaraguan frontier. The Hondurans were defeated. Business is said to be paralyzed in both countries. Recruiting is causing heavy losses to the coffee planters.

The Lydia F. Wadleigh Association.

By LEWIS SAYRE BURCHARD, New York City.

"The 'boys' may have made more noise, but the 'girls' started first." Such was the claim of the speakers at the tenth annual breakfast of the Lydia F. Wadleigh Association, at the Hotel Manhattan, on Saturday February 9. And they were justified; for, while the Thomas Hunter Association, of Grammar School 35, made its first appearance at the Waldorf-Astoria, October 16, 1897, Miss Wadleigh's "girls" held their first breakfast at the Fifth Avenue Hotel in April of the same year. Each society has now held its tenth consecutive, successful, and largely attended feast—a most remarkable exhibition of constant loyalty to an old principal and abiding love of an old school; but the fealty of the "girls" has been (if any comparison is to be made) perhaps finer than that of the "boys," in that they have not had the rallying inspiration of their old chief's presence in the flesh to draw them together each year, for their great principal, Miss Wadleigh, passed away in 1888, and her faithful girls have assembled simply in tribute to her memory and for Auld Lang Syne, and without the added attraction of meeting and greeting the old commander that the boys have had. And they have surpassed the boys in this, that while their attendance is perhaps a trifle smaller in actual count—an average of nearly two hundred—they have beaten Thirteenth Street in relative representation, for the boys have had an entire grammar department (which in the writer's time, averaged nearly eleven hundred in attendance), and a period stretching from 1850 to 1870 to draw upon, the membership of the Wadleigh Association is limited to the old "Senior Department" of "old No. 47," in Twelfth Street, which averaged less than four hundred, and whose span of years was only from 1856 to 1870. In 1870, Thomas Hunter left No. 35 to assume the presidency of the Normal College, and Miss Wadleigh and the three hundred girls of her senior department went with him, Miss Wadleigh to become lady principal and professor of ethics, and the historic three hundred to form the nucleus of the new Normal College.

It is a fine and inspiring manifestation of the patriotism of the men and women of the older New York—the schoolboys and schoolgirls of the war days and before—that the graduates of these two great schools, both of the old Fifteenth Ward, are showing, and one that we are glad to see is finding imitation and noble rivalry among the boys, at least, of other famous and beloved old principals and old schools. John Robinson's boys and George White's boys are honoring their "grand old men" and themselves, and showing a patriotic consciousness that they, too, are "citizens of no mean city." At the last Hunter Dinner, Mr. Alfred Moseley said that, if he had had any conception of the character of the assemblage he was to meet, he would have asked the privilege of inviting a delegation of his visiting English teachers to sit in the galleries, that they might bear witness in the old country to the character of the product of the public school system of New York from 1850 to 1870.

In a fine spirit of neighborly hospitality the "girls of Twelfth Street" had invited two delegates from the "boys of Thirteenth Street" to sit with them at their feast in the persons of two ex-presidents of the Hunter Association, Rev. Dr. Charles Prospero Fagnani of the Union Theological Seminary, and Mr. Lewis Sayre Burchard. To satisfy any misgivings on the part of the shade of the stern New Englander who ruled their earlier days and

disapproved of Thirteenth Street boys on principle. Mrs. Fagnani and Mrs. Burchard were also invited. Dr. Hunter, an annual and ever-welcome guest, and Dr. Wight, the principal of the great Wadleigh High School, made up the male contingent, a spartan band of four. But the star guest of the day was Miss Lavinia Holman, the sole survivor of the "immortal four," the four assistants who, with Miss Wadleigh, opened the famous senior department of grammar school No. 47 on "Founder's Day," February 6, 1856, with no pupils, and with twenty-four on the succeeding day.

Such was the beginning of higher public education for girls in New York. From this have sprung the Normal College and the Wadleigh High School, each with its thousands of students. It was fortunate in its headship, for Miss Wadleigh was a commanding human being, masterful, inspiring, a great teacher, a great disciplinarian, but greatest of all as a molder of character. It was but natural that she should be chosen lady principal of the Normal College, that her unique and famous senior department should have been taken *en bloc* to be the Normal College in its first stage of development, and that she should have acted as *doyenne* of its women professors till her death in 1888. Dr. Hunter was sagacious and fortunate in her lieutenancy.

Fortunate, too, has been the Wadleigh Association in its president, Susan Ketchum Bourne, of Barrington, R. I., the widow of the Rev. Shear-jashub Bourne, daughter of Edgar Ketchum, a famous anti-slavery orator and sister of the late Col. Alexander P. Ketchum, of the class of '58 of the College of the City of New York (himself an accomplished speaker and felicitous presiding officer, trustee of his Alma Mater, president of its Associate Alumni, and of the City College Club), has filled the chair for ten years; and a most exquisite and lovable president she made. A poet, a wit, and an American patrician, unfailingly tactful, considerate, and courteous, she performed that most delicately difficult of tasks admirably, and, in the experience of this veteran diner-out, peerlessly. There can be no doubt of her place in the hearts of the Twelfth Street girls.

At the Hunter Dinner last November, a telegram was received from the Wadleigh Association sent by Mrs. Bourne, as president, saying that "Old 47" sent its "greetings and best wishes to the boys of 35," and it shows her good-fellowship and love of a joke that she had saved to read at this breakfast in February the boys' answering telegram: "Old!! 47!! You don't look it, and we don't believe it!! Tenderest messages, days of yore, from Thirteenth Street to Twelfth. Can't get away to play with you to-day. Hunter won't let us."

When it was decided to have a great high school for girls in New York, Mrs. Bourne and the Wadleigh Association turned in a great petition to the Commissioners of Education to have the school named after Miss Wadleigh, as the pioneer of the higher public education of women in New York, and Mrs. Bourne, with one of her sons as escort, appeared alone at a Board meeting one evening, made her speech, and carried her point. If you should once see and hear her, dear reader, you'd be willing to join the susceptible writer in wagering that there could not have been an opposing vote.

In the days of the old senior department, Twelfth Street was famous for the distinguished visitors that came to see the school, so that the "Visitors' Book" became a roll of famous autographs. The Hon.

James W. Gerard, dear to every boy and girl of the old Fifteenth Ward used to give illustrated lectures; S. Weir Roosevelt used to take the girls to his astronomical observatory. And every distinguished foreigner and American visitor seemed to think No. 47 and No. 35 two of the sights of the city. It's not unlikely that the Twelfth Street girls were a better drawing attraction than the Thirteenth Street boys. Certainly their list is a remarkable one: Farragut, Major Anderson, of Fort Sumter, Beecher, war heroes, savants, visitors from Europe, Asia, Africa, and Polynesia by the hundreds, testifying to their admiration of the school. This "Visitors' Book" has been donated as a precious heirloom to the high school and a memorial tablet placed upon its walls by the Association, but two valued relics have been retained by the Association to decorate the walls at their meetings—two great mottoes of black script *appliqued* on white bunting, from the assembly room of No. 47, one reading, "In all thy ways acknowledge Him, and He shall direct thy paths"; and the other, "Haec

olim meminisse juvabit." A pretty feature of the breakfast was the appearance as a speaker of a graceful girl from the senior class of Wadleigh High School, Miss Clarissa W. Fairchild.

Mr. Dickson sang several tenor solos, to the joy of the "girls," naturally; and Dr. Fagnani and Mr. Burchard spoke for the Thirteenth Street boys, but it was a Ladies' Day, and Miss Marion E. Coppernoll wiped them off the slate with a witty paper of reminiscences covering among other things a certain decalog of Miss Wadleigh's which combined grim wit, common-sense, humor, and wisdom.

And then, after "Auld Lang Syne," it being five o'clock, to escape possible confusion with and degeneration into a *banal* and every-day tea, the great Breakfast "faded into the infinite azure of the past."

The officers of the Lydia F. Wadleigh Association are: President, Mrs. Shearjashub Bourne, Barrington, R. I.; secretary, Miss Lizzie L. Demarest, Brooklyn; treasurer, Mrs. Stevenson Taylor, New York.

Students' Societies in Secondary Schools.

In view of the fact that in educational circles there is considerable discussion regarding students' societies in secondary schools, the intersociety rules in operation at the State Normal School, New Paltz, N. Y., (Dr. Myron L. Scudder, principal), are given below and undoubtedly will be of interest. They were devised by a joint committee consisting of representatives from the faculty and the several societies and reached their present form only after a long period of discussion.

Previous to the organization of the joint committee, Principal Scudder had addressed the student body, and said that in general the influence of the New Paltz societies had been good and that they had been of great service to the school; yet that ominous clouds occasionally appeared above the horizon, and in view of the well known evil tendencies of secondary school societies, which societies in many places are intolerable nuisances, it would be well to devise certain intersociety regulations and restrictions, and for each chapter to resolve to carry out these cordially and honestly in order that the influence of the several organizations might continue to be beneficent. He spoke of cases both at New Paltz and elsewhere where society feeling had been carried to most foolish and injurious extremes. An instance was noted where a certain normal school fraternity was assembled in convention at one of the normal schools. As was natural, the delegates during the several days of the convention visited as many classes as time permitted. Because of their presence in the class-rooms, however, the members of a rival fraternity in that school voted to remain out of class so long as there was a possibility of these delegates being present. Principal Scudder further pointed out the injury to athletic and other organizations in school which grow out of intersociety feuds, and made it clear that there could be no school spirit in an institution where societies bred bitterness rather than fraternalism. He held further that unless the student societies promote the literary and social development of the school, and are a force making positively for school spirit and for promoting the welfare of all in the school, they ought to be obliterated without mercy, and other organizations devised (for organizations of some sort are essential in secondary schools) which should be attractive to the students but which would promote a noble, generous, and stimulating rivalry

instead of bitter and hateful relations, and which would serve the best interests of the school as a whole instead of being absorbed in selfish considerations.

To bring the matter to an issue representatives from the different societies were invited to a faculty meeting "to show cause why fraternities should not be abolished at New Paltz." At this meeting the spirit was so fine, and the statements of the different societies so overwhelmingly and conclusively favorable that the joint committee referred to above was at once appointed and entered on its work with great enthusiasm. The faculty was represented by Miss Ann Rebecca Torrence, a graduate of Wellesley, and for two years assistant in botany to Professor Cummings. She injected into the discussions and final conclusions a great deal of college spirit and the college point of view, always higher and more dignified than that of secondary school students. All this was about a year ago, and the rules given below having been formally adopted in the societies, and signed by the respective societies, have been in operation a number of months, to the satisfaction of all parties concerned. It can fairly be said of each of these chapters that in all questions that come up the interests of the school are held to be supreme, everything being discussed from the standpoint that the societies exist for the good of the school.

INTERSOCIETY RULES.

NEW PALTZ STATE NORMAL SCHOOL.

The following rules shall be read by the principal of the school at the beginning of each semester:

I. There are four societies in our school, two fraternities, two sororities, the general aim of each being—aside from its special aim—to foster in its members and in the other members of the school a spirit of loyalty to school interests which shall be supreme in all school affairs, and to create and maintain a friendly feeling among the societies and all members of the school.

II. 1. Only those shall be invited or allowed to join a society who stand not lower than C in their class work.

2. No one shall be invited or allowed to join a sorority until she shall have been a student in the Normal Department thirteen weeks, or in the third year class of the High School Department thirteen weeks, and no one shall be invited or allowed to join a fraternity until he has been a student in the Normal School five weeks or in the high school five weeks.

3. No one shall be invited to join any society before his or her name has been submitted to the principal or to a committee of the faculty to see if there are any reasons from the standpoint of scholarship or conduct that would disqualify the proposed candidate.

4. The societies shall regard as dishonorable any attempt to discover or to influence the society preferences of a student not a society member.

5. In the case of the fraternities, invitation to membership shall be made in accordance with their respective by-laws.

All invitations to membership in the sororities, however, shall be written and sent thru the mail.

In all cases after the invitations have been extended and until the recipients of the invitations have replied thereto, the exclusive right of communicating with them in regard to society matters shall be reserved to the presidents of the societies. But any communication shall strictly exclude everything in the nature of pleading, urging, arguing, or anything that is not in accord with Article 4 above.

III. 1. No change shall be made in these rules without the consent of all the societies.

2. These rules shall go into effect as soon as they are approved by the faculty and adopted by the societies.

Hygiene and Demography.

International Health Congress.

The State Department has been advised by the Ambassador of Germany that the Fourteenth International Congress on Hygiene and Demography will take place this year at Berlin, from the 23d to the 29th of September. In his note the Ambassador states that Her Majesty the German Empress has deigned to take the congress under her patronage, and that the committee on the organization would welcome with thanks the same participation in this meeting as was extended to previous like congresses by all countries thru the attendance of numerous experts, and especially of official representatives of the governments.

In a second note to the Department of State in relation to the congress the Ambassador says:

On the occasion of the Fourteenth International Congress on Hygiene and Demography, to be held in September of this year, a hygienic exposition is being organized. It will be of a scientific character and present as complete and synoptic a view as possible of the present status of scientific research in the domain of hygiene. Arrangements have been made to have the hygienic institutes of the German universities participate in the exposition.

In view of the international character of the congress, the President of the exposition committee, Privy Councilor Professor Doctor Rubner, of Berlin, has also requested some of the most important foreign hygienic institutions, among others the Carnegie Laboratory, of New York, to send exhibits to the exposition.

By direction of the Imperial Government, the United States is invited to send official delegates to the congress, and a number of invitations have been placed at the disposal of the Department of State.

Consumption a Curable and not an Inherited Disease.

Consumption is familiar to every one. The doctors call it "tuberculosis of the lungs." The disease is widespread, but chiefly found in centers of population, in the cities. In Greater New York there are to-day 40,000 cases, mainly in persons between the ages of fifteen and forty-five, the period of greatest activity and usefulness. In fact, of all men dying between these ages, nearly one-third die of tuberculosis.

Formerly it was thought that the disease was hereditary, "in the blood," as the saying goes. It was believed that any child of a consumptive father or mother was almost sure to develop tuberculosis of the lungs later in life. That is not so. Such a child may start out with a poor stock of vitality and with a lessened amount of resistance, but never with seeds of the disease in the system. Brought up under favorable conditions and with proper oversight, a child born of consumptive parents may pass thru life in the enjoyment of fairly good health.

In fact, the old-time mystery about consumption has been swept away. We now know three things: First, the disease is *communicable*, that is to say, it is communicated from person to person; second, it is *preventable* to a large extent by the exercise of reasonable care and the observance of a few simple precautions; and third, it is *curable* in the majority of cases, if treated in time, completely and lastingly curable.

The only direct cause of consumption is the entrance and growth in the lungs of a certain microscopic organism (or germ or microbe, to use familiar names) called the Bacillus Tuberculosis. When this germ is present in the lungs in sufficient numbers it produces small or large disease centers; these centers of disease increase in extent and finally cause much destruction of the substance of the lung.

From the lungs of a consumptive large numbers of these germs may be coughed up and spit out. Ordinarily, the majority of them perish, especially if they be exposed to fresh air and sunshine. But it is possible for some to enter immediately the lungs of other people and produce centers of disease; or a part of the germs may lie around in damp places, or be blown about in room dust and street dust, for days and even for weeks. Indeed, this is the way in which consumption is spread; both adults and children acquire it by breathing in the dried matter from the lungs of those who already have the disease.

The conditions under which some people live render them more liable to consumption. Dust and dirt, and darkness and dampness, as found in many tenements, old dwellings, and farmhouses; insufficient food, food of poor quality and badly cooked; neglect of personal cleanliness; intemperance; all these are contributing factors. The surroundings in which many adults and children are compelled to work—as in some shops and stores, in cellars, in tenement rooms and sweatshops—are prejudicial to health. Dusty work, like coal-mining, sorting feathers, and cigar-making; occupations in which the worker bends forward and compresses the chest, as in type-setting and shoe-cobbling; work that puts a strain upon the lungs, like glass-blowing; all these predispose to the disease by taking away from the body a part of its natural powers of resistance. So, too, does the custom of keeping windows closed and of overheating the rooms in which we live and work.

Children are often consumptive. The little children take the disease readily because they play on the floor and on the ground in the dust; they raise a dust; they inhale the germ-laden dust, and they put their dirty fingers in their mouths. Parents and others who are consumptive fondle and kiss the little ones; this, too, is a source of peril. If a child is noticed to become easily tired, to have pale cheeks and eyes unnaturally bright, to cough, and to grow thin, take warning! Go and see a doctor. Begin treatment early with children, for the disease in them is twice as curable as it is in older people.

Sensible Progression Plans.

By Supt. WILLIAM E. CHANCELLOR, Washington, D. C.

[An open letter to the Washington teachers.]

In all large cities, the endeavor to save as much of the time of each pupil in his progress thru the curriculum, as is possible, must be systematized. It means much to a boy whether he can be graduated from the high school at seventeen or must wait till he is twenty: often it determines whether or not he can go to the city college or to the state university; sometimes, it determines whether or not he can prepare himself for some profession or technical occupation. It is a good wind that blows no one ill; the graded city school has several advantages for the pupils over the district school; but it has one serious disadvantage in that it so fixes the forms and methods of promotion as to retard the progress of the exceptional pupil, the bright and the dull alike.

To remedy this defect, it has been the practice for many years in nearly all large cities to devise and to operate methods of semi-annual or quarterly promotions. One city goes so far as to regrade pupils every six weeks. Another maintains two sets of elementary schools, one with the course divided into eight years or grades and the other into seven years, with bright and dull pupils being freely transferred back and forth. For many years, New York City has maintained sixteen grades, a half year to a grade.

A change of an entire city school system from annual to semi-annual promotions cannot be effected at a single promotion period. It would take probably five years even in a city where the conditions were all favorable to bring the youth naturally into sixteen grades, half in the A and half in the B classes. Some of the conditions in the District of Columbia are favorable to this change. Every class is now divided into two sections: and all the teachers are familiar with the plan, which many of you like. To others, it seems monotonous to teach the same lessons twice every day, when that half of the class which recites second has already heard the first half. The loss of the freshness of interest is distinctly felt by many teachers. Another advantage is the high average of pedagogical training and skill of the teachers.

But there is one distinct and unusual disadvantage that cannot be ignored: to this I have already repeatedly called attention. An eight-graded elementary school curriculum, preceded by a kindergarten year or two, and attended by instruction in manual training for boys and by instruction in sewing and cooking for girls, requires that every complete school building shall have at least twelve separate class-rooms. Nearly all of the buildings of this District have eight rooms. This would mean one year to a grade if all classes had but one section: and the renting of rooms for the "extra" subjects. It occurs, however, that in not a few instances two or three of these eight-room buildings are upon the same plot of ground or very near one another. In such instances, it will be entirely convenient when desirable and approved by the supervising principal to transfer A or B pupils of a particular grade from one building to another and thus save their time and ease the task of both teachers. This is, therefore, advised but not ordered.

The purposes of semi-annual promotions are two: first, and much the more important, to retard no pupil more than a half year at one time, and second, to skip no pupil more than a half year at one time. The great body of pupils goes forward by semi-annual promotion exactly the same as by annual promotion. By the process now to be put in operation

here, gradually this body will become half A (first half year in the grade) and half B (second half year in the grade).

The time when, in this District, the new order of affairs will first become broadly effective will be next June—September. Then no pupils "left back" (that is, to whom promotion is denied) will be required to repeat more than the second half of the past year (that is, the course from February thru June.)

But something can be done to initiate the change at the end of this month; something, not much, because here January has not been the time of promotion, but June has been that time. What you can do now is to make a beginning, to offer these two hopes to our boys and girls; viz.: that if they fail, they will lose but a half year; and if they are annually successful, they may skip a half year.

To be specific:

1. There are now in our eighth grades a considerable number of pupils, going over that year for the second time. Of these, some are really now sufficiently prepared to go to one or another of our high schools. The sole question is,—has this particular boy or girl now the power to do high school work? If, in your opinion, he has now this power, he should be promoted; if he has not, let him continue in the eighth grade, B (higher) division.

2. Similarly, with all repeating or belated pupils in any year, from kindergarten thru the normal school.

3. There may be in some of these classes one or more pupils, doing the work for the first time, but doing it so well as plainly to indicate power to do much more difficult work. They may be skipped from the end of the A term to the beginning of the A term in the next higher grade; but they can be so promoted only when the next class has an A division. To skip a full year at a time is no longer permissible. It is as bad for the mind as it actually is for the physical health.

While I am not personally in favor of dividing any class above grade three into two sections for any theoretical reason, this is not an order prohibiting such divisions. Until administrative changes can be effected without injuriously affecting salaries, I shall not be in favor of operating the buildings of this District by twos and threes. The change in this respect will probably be effected in part by adding to present buildings and by constructing new ones with enough rooms to take care of half year classes; and will require several years. All organic changes should and do require time for accomplishment naturally.

Practically, some teachers, perhaps most, will be quite as ready to have two sections not doing the same work as to have them on attempted exact parity. It should be noted that there is no good pedagogical reason for teaching some subjects in two divisions even where such divisions are in arithmetic or history a half year apart. It is, however, extremely desirable that the class programs be so arranged that every pupil shall have considerable time for study under the guidance of the teacher. The time-schedule issued recently includes the time in each subject for study at school, as well as for recitation.

Other teachers will prefer to carry all their pupils evenly forward in one section or in two sections or even in three until the end of the year. This they are entirely at liberty to do. The class teachers know their own classes and pupils, their needs and powers,

better than do any of the rest of us; and must represent in themselves that freedom which all Americans desire for their children. I object to superimposed prescription because it destroys that very growth and life for which the school stands.

To illustrate the foregoing by two extreme examples:

Miss A, Grade VI, has forty pupils.

Two show power to go forward very rapidly.

Of those, one is a repeater.

Thirty-two deserve to advance into B work.

Six should repeat the A work.

Miss A is ready to give thirty-two pupils the same work in one section; and in the more difficult studies have special recitations for the six backward pupils. Miss B, in the same building, can take the two pupils for whom Miss A has no proper work and give them VII A work with a few repeaters in her own class.

Miss C, Grade VI, in another building, has forty pupils.

Four should skip, two being repeaters.

Thirty-three should advance into B work.

Three should repeat A work.

But Miss D, Grade VII in this building, has no pupils to repeat VII A work; and, therefore, the

four of Miss C cannot be skipped over the VI B work. And Miss C prefers to have two equal sections. Consequently, her class goes on exactly as tho there were no half year promotions. Very likely, if Miss A had the class of Miss C, and *vice versa*, each would do as the other prefers to do.

I expect the various principals of the high schools, the supervising principals, the directors of intermediate, primary, and kindergarten instruction, and the various supervisors to counsel with the class teachers in their endeavor to follow the best course for their boys and girls; but in these matters of promoting pupils and of dividing classes, there can be no question as to who is responsible and who must have the authority. This, of course, is vested in the teacher who spends his (or her) life with the boys and the girls.

With the consent of such class teachers, I once took a mischievous, ignorant fifteen-year-old boy out of a Grade I class, and skipped him to Grade IV. At eighteen years of age, this boy was graduated from Grade VIII, the first in his class. Such an extreme case suggests a principle.

Sometimes we keep back children who are not interested because the work is too easy for them.

Objections to Specific Moral Training in the Common Schools.

By Supt. W. J. SHEARER, of Elizabeth, N. J.

One of the most persistent objections to moral training in public schools is the statement that the introduction of moral training must, of necessity, mean the teaching of the doctrines of some particular denomination. If this is the case, then there are serious grounds for considering the advisability or justice of giving attention to this important subject. We certainly have no right to teach, in the public schools, the doctrines of any particular sect.

Private schools may teach anything they wish to teach or that the parents wish taught. The public schools, supported by public money, must aim at public ends, and, so far as possible, avoid giving offense to those who support the schools. While the taxpayers of the State have the legal right to have taught anything the majority wish, it is a question whether they have the moral right to teach what a large number of the citizens of the State oppose.

All the citizens contribute to the support of the schools. It would therefore be manifestly unjust to force a citizen of one sect to aid in spreading the religious ideas in which he does not believe. It is even worse to compel him to aid in teaching his own children religious ideas which are positively repugnant to him.

Even tho it be agreed that we have no moral right to give sectarian instruction in our public schools, it has never yet been shown that moral training cannot be given without teaching the doctrines of some particular denomination. Surely it is right to teach children that it is wrong to lie, to steal, to break other accepted rules, without discussing the particular doctrine which sanctions the rule.

Younger children are neither disposed to question, nor are they capable of reasoning concerning the ultimate grounds upon which the primary truths of practical morals depend. Therefore the teacher can teach the duties of ordinary life, showing their reasonableness and their interdependence in a consecutive and orderly manner, not only without giving grounds for offense to any sect, but even without basing the arguments upon any form of religion. I know that I love my parents and take

unusual delight in doing for them, as I know my children delight in doing for me. Sad indeed if this and other duties cannot be emphasized without objection from some fanatic.

Moral Training and Religion.

Another important question which naturally arises is whether it is possible, and if possible, whether it is best, to attempt to give moral instruction entirely divorced from religion.

From what has already been said, it seems reasonable to assert that there is a common ground in the duties and rights confessed by all, and standing on this ground the teacher may give instruction in morals as securely as in any other subject of the curriculum.

The great acts and laws of the moral life are clear and do not depend for their clearness or for their binding force either upon the origin of man or of the universe, or upon any other disputed fact. The sun rises and sets and affects us all. The reasons for its rising and setting affects none of us. So each generation may learn what is right and wrong in morals as an art, even tho they have nothing to do with the subject as a science.

What we have to do with in the schools are the common facts of the moral life which no one of sense disputes, but which all must and do accept. It makes no difference whether morals are based on religion, or whether religion upon morals. There may be a theistic explanation, or there may be an atheistic explanation of the common duties of daily life. The discussion of such questions need not waste the time or engage the attention of the teacher. It is not necessary that the teacher should settle these weighty problems.

Should Morals be Based on Religion?

Even tho it may be true that morals can be taught not only without discussing the ultimate ground for believing certain acts right or wrong, and tho it must be acknowledged that if taught, they should be taught without doing violence to the belief of any particular sect, the question arises whether or not it is best that they should be taught

divorced of their relation to religion, natural or inspired.

The pupil who has reached the adolescent period begins to ask reasons for directions or suggestions given. At this time it is possible more effective instruction may be given by some reference to the authority upon which the rules are based. There have been religions which were not moral, and there have been codes of morals which were not in accordance with the teaching of religion; but the accepted morals of to-day are in accordance with the doctrines accepted by those of all religions.

As stated before our schools are organized to fit the child for the fulfillment of his duty as a citizen. Duty is founded on obligation. Obligation is founded on justice. Justice is the basis of morality, and joined with truth, gives all that is known as religion. Society depends for its existence upon truth and justice. Therefore there seems to be no good reason for not including both in the education given in every school, both public and private. If these are not included, then neither can society nor civilized government exist.

It may be shown that, after eliminating all that the various sects object to, there will still remain sufficient upon which to base the very best system of moral instruction. No religious sect objects to the statement that there is a God, that the soul is immortal, and that there is a future reward for action done. Only the atheist, infidel, or agnostic could object to such statements. As this is a Christian republic, there seems no good reason for allowing the objections of a few such to weigh against the acknowledged best interests of all the rest.

The Home, Sunday-School and Church.

While few will deny that there can be but one answer as to the desirability and absolute necessity of moral training, some insist that this training should be given, as formerly, by the home, Sunday-school, and church. Certain it is that the home should give much attention to this subject and not attempt to shift the whole responsibility upon others. However, the fact remains that there has been a gradual transition, by which many of the functions of the home have been delegated to the schools.

Primarily it was the duty of the home to educate and train the children. For reasons which need not be mentioned, it has been seen best for all to send the children to school and delegate to the teachers so much of the parental authority as is necessary to secure a better education than could possibly be given by most parents, even if their time and energies were not required in providing the necessities for their families.

The home is not relieved of responsibility, but, having contributed to the support of the schools, and having delegated the necessary authority, the home has the right to expect that, by this division of labor, the work will be better performed by those specially fitted, and the results will be far better than if the home should undertake the difficult matter of instructing the children along those lines where special preparation is demanded for the securing of the best results. If the father is away from home most of the time, and the mother working day and night to provide for the physical welfare and comforts of the family, they have little time and opportunity for providing for more than the physical welfare of the children.

Others insist that the moral training should be given entirely by the church and the Sunday-school. This is their function, and some kinds of instruction can probably best be given in connection with religious teaching.

Some parts of the task of moral training are so delicate and fine that the wisest may well carefully consider the possibilities and dangers. However, is it not a fact, that in spite of the grand work done

by churches and Sunday-schools, all they can do is to give direction and inspiration? They may teach what is right and why, but they cannot train.

Training takes far more time than that spent by any child in Sunday-school and church. The influence of the teaching that can be given in an hour is of but little importance in comparison with the training which the child is receiving sixteen hours a day for seven days in the week. This would certainly be true even if the work in the Sunday-schools was not amateurish as it is, and even if the sermons were not beyond the understanding of most of the children. It would be true even if it was the ideal institution and even tho' much of the time was not devoted to dogmatic and sectarian instruction.

Then, again, the church and Sunday-school are under the disadvantage of divorcing intellectual and physical training from moral training. The division of labor cannot be carried so far as to cut the child into pieces, and place each piece in charge of a specialist. The whole child, mental, moral and physical can best be trained in actual life and in secular activities.

But even if it were possible and best to give satisfactory moral training in the school and church, how should we reach the large, increasing majority, those who have no such training at home, and who are entirely outside of the refining influences of the church and Sunday-school? Shall the State, which depends for its very life upon the intelligence and morality of the individual permit these millions to increase in number and strength without making certain that they have that moral training which is absolutely necessary for the proper discharge of their functions in a Democratic Republic? To ask the question is to answer it.

Brussels' Salon de Neige.

There is a pleasant custom in gay Brussels, of turning the snows of winter to use in lessening the sufferings of the poor. Every winter about Christmas time, when the weather is cold and dry, the gates of the royal park are closed to the public for a time. Great sheets of canvas are spread high along the park railings so that "deadheads" may not see what is going on. Inside the park a merry crowd of art students and artists, many of whom are famous, fall to work upon the snow. Spectacled and bearded professors of the Brussels Academy and the Paris Ecole des Beaux Arts, together with rollicking fellows from the Quartier Latin and the many art schools of Belgium's capital, may be seen running this way and that with mighty snowballs toward some as yet shapeless mound, which gradually grows under pressure and persuasion of cunning fingers, until at length a majestic lion is seen, a supercilious giraffe attempting to browse on the frozen twigs above; an elephant with trunk upcurled, or even a portrait of King Leopold himself.

When the gates are finally thrown open, the public is admitted at a franc or fifty centimes a head. At the entrances are well known artists sitting at the receipt of custom. And you may be sure these take far heavier toll of the society ladies who drive up to the gate behind a pair of prancing chestnuts, or glide noiselessly thru the frozen streets in elegant motors. From such as these a gold twenty-franc piece is taken, and occasionally a note of one hundred francs is forthcoming. Toward evening the scene is one of strange beauty, as the virgin snow and rime covering the trees glisten in the electric light, and the white avenues are dotted with strange figures, some comic or uncouth, others exquisite in line, as tho' wrought in marble for a nation's collection.

The "Salon de Neige" is kept open a whole week. The money received is handed over to the mayor for use among the poor.

Letters.

The Washington Situation.

THE SCHOOL JOURNAL has given more accurate reports of the educational conditions in the city of Washington than any other periodical, not excepting our daily papers here. Many, if not most citizens of Washington believe that Doctor Chancellor has made some serious blunder. At the same time we are all convinced that the fight on him is a most contemptible one, as it began before he had a chance even to make a blunder. I hope you and all other friends of education, in the best sense of the word, who are so situated as to influence public opinion, will try to get at the bottom of our entanglements and help to settle them right.

Washington.

S. T.

Germans and Kindergartens.

The claim has been made lately that the kindergarten is losing ground in the schools of Germany. Since the various countries or states, forming the German Empire, are independent as to the management of their internal affairs, one state may have a school organization different from another state. Thus the status and pay of female teachers in Prussia is quite different from the female teachers in Southern Germany, so much so that at last year's annual meeting of the German Teachers' Association some incautious North German male teachers, not fully gauging that difference in status, aroused the ire of the South German female teachers who, on the spot, called a meeting of all female teachers present at the convention, cited the offending male teachers before them, and made them apologize. Thus, kindergartens may be in one state and not in another. They are favored in South Germany. The writer has a series of annual reports from the city of Munich in his possession which show that, since 1899, kindergartens are provided for in every new school-house being built, which means two new school-houses a year.

The reason that the kindergartens were not popular with the various German governments in the beginning grew out of a social protest against the intense reactionary autocratic move of government suppression of all political and social freedom of the people which passed over Germany after the Napoleonic wars and culminated in the revolution of 1848. In the schools anything teaching freedom of action, self-control, and the faintest show of individual action was ruthlessly suppressed and the glorification of kings and dukes and war and repression of popular will was carried to the point of deification. Fröbel made an attempt to rescue the little children from this mind-killing, pedagogic thralldom without the faintest idea of opposition to the Prussian Government. But even the innocent free play of Fröbel's little kindergarten children aroused the suspicion of the reactionary government and kindergartens were put under the official bans at first and while sanctioned later, any one familiar with the German official mind and its influence upon the people, will readily understand why, with the intense German family life and a paternal government, kindergartens are not as numerous as in the United States, as officially recognized additions to the public schools. Nevertheless, the kindergarten was early recognized by the foremost European pedagogues as a valuable addition to the common school. The writer is in possession of a dissertation on the practical value of kindergartens as adjuncts to common schools, printed in 1876, written by Dr. Adolph Douai, whom Miss Peabody, of Boston, consulted when she

established the first public kindergarten in Boston in 1871. Curiously, the dissertation discusses that, in this country, yet unsolved problem, "How can an organic connection be established between the kindergarten and the primary grades?" The reason that kindergartens are more freely established now in Germany is that, from the economic standpoint, kindergartens are proving valuable preparatory schools for the common schools and the intense industrial education system which all European countries, but Germany most of all, are developing at any and all cost, to meet our competitions with the increased skill and technical knowledge of the armies of their industrial workers.

Looked at from this standpoint of the preparatory value of kindergartens in this intensely industrial age, if from no other standpoint, we find a reason and necessity for retaining and extending the kindergartens. It is simply a matter of self-preservation, and it is unpatriotic to say we cannot afford to sustain kindergartens when the Germans, earning but two-fifths of the wages of American mechanics, can afford to sustain kindergartens to meet our competition.

Altoona, Pa.

P. KREUZPOINTER.

Wilbur S. Jackman.

[*The Normal Review*, California, Pa.]

Wilbur S. Jackman, class of '77, principal of the School of Education, Chicago University, died at his home in Chicago, Monday morning, January 28, 1907. Mr. Jackman followed his work as usual the preceding week. He did not feel very well on Saturday, but omitted none of the duties that fell to his lot on that day. He took suddenly ill with pneumonia on Sunday and died Monday afternoon. Ten minutes before his death, he told his physician that he was feeling tolerably well. His remains, accompanied by his family and Dean Butler of the University, were brought to California and interred in Highland Cemetery, January 31.

As a mark of respect to this prince of our alumni, both the Normal and the Model School were adjourned on the afternoon of the 31st and memorial exercises were held in the Chapel. A large number of students and citizens assembled to take part in the services. Dr. Ehrenfeld spoke of the student days of Mr. Jackman and of his interesting traits in the class-room. Dr. Butler spoke of the life Mr. Jackman led in the University, of his work, of his delightful home life, of his educational theories, and of the modest demeanor and generous impulses which actuated all he did and accomplished. Dr. McMurry dwelt briefly on the inspiration such a life as Mr. Jackman's should give to the young people now in the Normal. Here he was an ideal student, born in the neighborhood, educated within these walls, sent forth to do a great work—and now, added the speaker, it was peculiarly fitting that the exercises which preceded his burial should be held in the institution to whose history Mr. Jackman's life would lend luster and honor.

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However the educators of future times may regard his work, they will all agree that his influence in shaping the policy of all well regulated schools was permanent and influential for good. It occurs to us that all Dr. Butler said at the memorial exercises was both just and sane. We should expect Dr. Butler to say substantially the same things about Mr. Jackman ten years from now when his judgment will not be influenced by the passing emotion of the hour. That address pointed out in a way our pen cannot do the energy, the earnestness, the candor, the moral purpose, and the relentless search after truth which characterized every word and deed of Wilbur S. Jackman.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of current events.

The French Cabinet has approved the recommendations of the Committee of National Defense for the organization of wireless telegraph stations. There will be coast and interior stations for commercial purposes, and extra powerful plants at Algiers, Marseilles, and Ouessant. These will be under the administration of the Ministry of Posts and Telegraphs. Extra powerful naval stations will be erected at Toulon, Oran, and Bizerta. These, with a number of ordinary stations, will be under the administration of the Ministry of Marine. Special military stations will be established, under the War Ministry, in the interior, on the frontier, and in connection with the lighthouses. The Ministry of Public Works will have charge of installing all the stations.

Four Cornell explorers are to start early in March for a trip thru Asia Minor and Syria. They are Prof. Sterritt, Dr. Olmstead, Dr. Harris, and B. B. Charles. All are members of the American School of Archeology at Jerusalem. They will get permits from the Turkish Government. They will travel thru Armenia, Syria, and Palestine into Persia and Turkey, making surveys, identifying ancient cities, and translating inscriptions. The money for the expedition has been subscribed by W. K. Vanderbilt, Andrew Carnegie, H. C. Frick, J. P. Morgan, James Stillman, Mortimer L. Schiff, and others.

The Embassy at Washington is now the best paid post in the British diplomatic service. When Mr. Bryce received the appointment, the salary of the Ambassador was raised to \$50,000 a year. Mr. Bryce also receives \$10,000 to pay the expenses of getting settled in the Embassy.

Until now Paris has been considered the best post in the service. It pays only \$45,000.

February 15 was the eighty-seventh anniversary of the birth of Susan B. Anthony. A memorial service was held by the National Woman's Suffrage Convention. Announcement was made that it was proposed to raise an Anthony Memorial Expense Fund of \$100,000. Within an hour nearly \$24,000 was contributed. The fund will be devoted to advancing the cause of woman's suffrage.

Count Tolstoy's son has been indicted on a charge of high treason, for publishing his father's latest political pamphlet.

The people of Nicaragua are indignantly demanding reparation from the Government of Honduras for the invasion of their country by Honduran troops.

According to the annual report of the New York State Health Department, 183,012 children were born in the State in 1906.

Nicholas A. Shishkoff, one of the first Russian Liberal leaders, and a member of the Council of the Empire, has come to America to ask aid for the famine-stricken people of southeastern and central European Russia. Mr. Shishkoff is not a revolutionist or a representative of the Government. He will make his appeal for help as a private citizen.

The Duke of Devonshire, Chancellor of Cambridge University, has appealed for \$7,500,000 to equip the University and supply its needs.

It has been practically settled that the second Hague Conference will begin June 15 and last for two months. Professor de Martens, who is canvassing the sentiment of the Powers, is now in London. He has yet to visit The Hague, Rome, and Vienna before returning to St. Petersburg.

The will of the late ex-Governor Higgins was admitted to probate on February 18. It contained many bequests of a public and charitable character, and bequests to the testator's personal friends and employes. His wife is made the sole residuary legatee. The estate is estimated at between \$14,000,000 and \$16,000,000.

The Swiss Government has granted a concession to two Swiss engineers to build a railroad from the Zermatt Valley to the summit of the Matterhorn, 14,780 feet high. The last 4,780 feet, will be an almost perpendicular tunnel. The ascent will take one hour and fifty minutes. On foot, it now takes twenty-four hours. It is estimated that the railway will be completed in four years, and that it will cost \$2,000,000.

The heaviest passenger engine in the world has been about completed. It is to be used on the Pennsylvania lines west of Pittsburg. It will have six eighty-inch drivers and will weigh 240,000 pounds.

On February 15, Calumet and Hecla stock was quoted on the Stock Exchange at \$1,000 a share. The par value of these copper shares is \$25. Once, long ago, they sold at \$1.

The Chinese famine fund of the American National Red Cross now amounts to nearly \$60,000.

There was a remarkably successful sale of rare stamps at the Collector's Club, New York, on February 15. It comprised the collections of Mr. William Thorne, who was well known as a stamp collector. His collection of stamps of the Canal Zone was one of the best in existence. The highest price of the sale was \$245 for a block of four of these. Mr. Thorne bought this same block only a year ago for \$8. The Thorne collection of Puerto Principe stamps was considered the best in America. The total for the four hundred lots of stamps was \$7,968.

France is the most heavily and variously taxed country in Europe. Fully twenty per cent. of the income of the working people goes to the Government. Doors, windows, personal belongings, commercial paper, in fact everything, is mulcted for the benefit of the Government—everything but the Treasury bonds called "rentes." The proposal to shift the burden a little by applying it to the holders of these bonds has been received with an excitement little short of consternation. These bonds represent over \$6,000,000,000, bear interest at three per cent., and are held by 2,075,000 persons.

The naval authorities have decided to preserve a historic cabin at the new hospital station at old Fort Lyon, Colorado. The cabin was used by the celebrated Kit Carson during his career on the frontier.

The Jamestown Colonists first brought the Jamestown weed, or thornapple (*Datura Stramonium*), to the New World. They specially valued it as a stimulant in medicine. It is now generally known throughout the Eastern States.

Roosevelt Asked to Aid Railroads.

A cry for help has gone up from railroad companies, east and west. They have appealed to the President for help. The demand for two-cent a mile fare has spread until legislation for it is probable in many States. The railroad companies also fear interference with the freight schedules and with the mail carrying contracts, which they have enjoyed since 1873.

The railroads which will suffer the most by the proposed legislation are the New York Central, the Pennsylvania, and the Burlington. Since 1873 the railroads have been paid each day for one-seventh more mail than they have actually carried. The Government has thus been mulcted out of enough money to introduce rural delivery without providing extra appropriations.

The Tomb of Queen Meie.

An interesting discovery has been made at Thebes. Theodore M. Davis, the discoverer of the tomb of the parents of the Egyptian Queen Meie, has just discovered the tomb and mummy of Queen Meie.

The tomb is a plain square sepulcher cut out of the rock, and adjoins the tomb of Rameses IX. Unfortunately, the tomb lay in the bed of a water-course, and owing to the percolation of the water thru the rock such perishable objects as wood and the royal mummy itself have suffered severely. The jewelry of the Queen and the sheets of solid gold with which the sepulcher was literally filled, were left untouched. Wherever the excavators walked they trod upon fragments of gold plate and gold leaf. The coffin is intact, and is a superb example of jeweler's work. The wood of which it is composed is entirely covered with a frame of gold inlaid with lapis lazuli, cornelian, and green glass.

The mummy itself was wrapped from head to foot in sheets of gold. The water which had been for so many ages draining thru it had reduced it to little more than pulp, and it fell to pieces when examined in the presence of several Egyptologists, on January 26.

There were bracelets on the arms and a necklace of gold beads and ornaments of gold inlaid with precious stones around the Queen's neck, while her head was still encircled by an object priceless and unique—the imperial crown of the Queens of ancient Egypt.

Queen Meie—sometimes spelled Teye—was the wife of Amen-hotep III., one of the Pharaohs of the Eighteenth Dynasty. He reigned for thirty-six years, from about 1410 B. C., and he chose as his principal wife a woman, not of royal blood, but the beautiful Meie. It had long been believed that she was of Mesopotamian descent, and this theory was corroborated by inscriptions found by Mr. Davis in the tomb of Yua and Thua, her parents.

Cost of Crop Transportation.

The Department of Agriculture has prepared statistics showing the cost of hauling crops from farms to shipping points. The figures are based upon returns from nearly 1,900 counties.

The average cost to the farmer of hauling wheat from farms to shipping points is given as nine cents per 100 pounds, the average distance hauled is 9.4 miles, and the average wagonload is 3,323 pounds, thus containing about fifty-five

bushels. For cotton, the average load is 1,702 pounds, distance from shipping point 11.8 miles, and cost of hauling sixteen cents per 100 pounds. Reduced to terms of cost per ton per mile the rate for wheat is nineteen cents, and for cotton twenty-seven cents.

The highest cost of haul is for wool, which is carried on an average of 39.8 miles from farm or ranch to shipping point at a rate of forty-four cents per 100 pounds for the entire distance. The lowest cost for any one product is for hemp, which is hauled from farms to shipping points at an average cost of six cents per 100 pounds, the average distance hauled being 5.2 miles and the average load of hemp weighing 3,393 pounds.

For the entire distance from farm to shipping point corn, oats, and barley are each hauled at an average cost of seven cents per 100 pounds; hay, flaxseed, rye, and timothy seed, eight cents; wheat, potatoes, and beans, nine cents; tobacco and live hogs, ten cents; rice, hops, and buckwheat, eleven cents; apples and peanuts, twelve cents; vegetables (other than potatoes) and cotton-seed, fifteen cents; cotton and fruit, (other than apples) sixteen cents, and wool, forty-four cents.

New Route to Europe Planned.

A charter has now been secured for a tunnel under the Straits of Belle Isle, the construction of a railroad across Labrador under the Straits and to the east coast of Newfoundland, and a fast line of steamers to Europe. A franchise has been granted to the Quebec and Lake St. John Railroad, which gives the Company twenty years for construction. The Government of Newfoundland will give a yearly subsidy of \$75,000 to the promoters. The tunnel under the Straits is not expected to cost more than \$6,000,000. The Straits are not more than ten miles wide opposite Point Armour, and the water is less than 150 feet deep.

The entire distance from the east coast of Newfoundland to the Irish coast is only 1,800 miles. This route is free from fogs. It may prove possible to carry mails and passengers by this route in shorter time than by any other.

With George Trent, who recently died at the age of eighty-seven, has died the secret of how to restore the brightness of faded letters and manuscripts and ancient prints. Mr. Trent discovered how to do this many years ago. Many letters written by famous persons, and badly faded, were brought to him for treatment.

Giosue Carducci, the eminent Italian poet and critic, died at Bologna, on February 15. He was born in 1836, at Valdicastello. He has often been called the greatest of modern Italian poets. His "Hymn to Satan" was the poem that made him famous. Everybody in Italy read it. It was called a spark that helped to kindle the flame of enthusiasm for Italian liberty. In November, 1906, Carducci was awarded the Nobel prize for literature.

King Victor Emmanuel and the Italian Cabinet telegraphed their condolences to the Carducci family at Bologna. Premier Giolitti, who is also Minister of the Interior, ordered that the funeral be conducted at the expense of the State. It is proposed to bury the poet in the famous church of Santa Croce, at Florence. It is also proposed to erect a monument to him at Bologna, and to place his bust in the Capitol in Rome. There was an imposing demonstration in honor of Carducci in the Italian Chamber of Deputies, on February 16.

Notes of New Books

THE HUMAN MECHANISM: ITS PHYSIOLOGY AND HYGIENE, AND THE SANITATION OF ITS SURROUNDINGS, is the title which Theodore Hough, of Simmons College and the Boston Normal School of Gymnastics, and William T. Sedgwick, of the Massachusetts Institute of Technology, have given to their new book. The title offers a key to the work: for the authors wish students of this subject to see the human body as a mechanism—a machine on the interplay of whose parts life depends. For this purpose they present these parts not so much for minute structural study as for an examination of their functional uses and relationship to the organism as a whole. The first half of the book is devoted to this study under such heads as: "Alimentation and Digestion," "The Circulation of the Blood," "Respiration," "Sense Organs and Sensations," "The Nervous System," etc. The second portion of the book takes up the care of the machine. First, hygiene for the individual is discussed, the proper care of the body, its exercises and the necessary precautions to be observed. The next general topic is "Domestic Hygiene and Sanitation." Here are considered the proper surroundings for the preservation of health and the relation they bear to the welfare of this all important machine. But there are conditions over which the individual has no control without the aid of others, and so "Public Hygiene and Sanitation" is given a large place. This is in some respects the most important portion of the work. It makes little difference to society in general whether or not a man takes proper care of his health, but it is of great importance that he shall do nothing to injure the health of his neighbor and that his influence shall be on the side of those safeguards of life which municipal governments are coming to recognize as needful for the best interest of society. This is an excellent contribution to the training for good citizenship which is so much the aim of our schools. Taken as a whole, the volume is an exceptionally wise presentation of one of the most important factors in education. The illustrations are clear and helpful. (Ginn & Company, Boston.)

So much of the culture of the ancient world is mirrored in its mythology that a proper understanding of the literature and art of Greece and Rome is impossible without a familiarity with at least the main stories of the Olympians and their offspring. Not only is this true, but the work of later writers and artists make such constant reference to these legends that without this knowledge much of their beauty and meaning is lost. The mere study of mythology is in itself delightful. There as nowhere else we gain a better understanding of the point of view of the ancients. It is a key to their customs and life. Arthur Fairbanks has made a fresh presentation of the **MYTHOLOGY OF GREECE AND ROME**. The volume is readable, very helpfully systematized, so that some general conception of the characters of the different gods and heroes may be gathered from the many myths with which they are connected. The reproductions of works of arts admirably illustrate the text. The volume will serve as a text-book or as a book for casual reference. It is well printed and attractive in form. (D. Appleton & Company, New York.)

To no one would it be more natural to turn for a memoir of Longfellow than to Charles Eliot Norton. It is his account of the poet's life that furnishes the first part of a little volume, **LONGFELLOW MEMOIR AND AUTOBIOGRAPHICAL POEMS**, which appears as one of the **Riverside Literature Series**. Longfellow was a familiar figure in the Norton home when Dr. Norton was a small boy, and a friendship was then formed which lasted until the poet's death. Dr. Norton, with charming simplicity of style, has recorded briefly the events of a life which in its general outlines was singularly uneventful for a man so widely known. Through the sketch a delightful picture is drawn of Longfellow's character, free from vanity and almost childlike in its kindness. Dr. Norton also without attempting a formal criticism of the poet's work, furnishes a basis for a study of his poems. These, as he tells us, are the expression of the finer thoughts and feelings of ordinary men and women put in a beautiful form; or some old legend or story is told in simple and poetic language. The poems of the volume are principally those which have some autobiographical interest, or which are mentioned by Dr. Norton in his memoir. They are the shorter ones, and many of them the most popular and well known. Among them are "A Psalm of Life," "The Wreck of the Hesperus," "The Two Angels," and "The Cross of Snow." The little book might well serve as an introduction to a study of America's best loved poet. Two admirable portraits are furnished, one a reproduction of a painting done by G. P. A. Healy in 1842, and the other from a photograph taken in 1879. (Houghton, Mifflin & Company, Boston.)

PRACTICAL ZOOLOGY, by Alvin Davison, is a carefully prepared and well written text-book for use in elementary work in this subject. The author feels that too often the pupils have passed from the study with a long list of names,

soon to be forgotten, and a very admirable ability to draw the various parts of our smaller common animals and insects. Dr. Davison believes that the work devoted to zoology can be made real and vital if the scholars learn fewer Latin names and more of the habits of the animals, at the same time studying their structure. Mr. Davison's book is helpful and interesting, and a change from the ordinary methods of teaching this subject. It is amply illustrated with photographs and drawings. The author is professor of biology in Lafayette College. (American Book Company, New York.)

Clara L. Brown and Carolyn S. Bailey have prepared a first reading book which they call the **JINGLE PRIMER**. The work is all based on Mother Goose rhymes and other old stories which for generations have proved so dear to the hearts of children. The little book is attractively made and well printed, with good illustrations. (American Book Company, New York. 30 cents.)

THE SPIRIT OF THE ORIENT, by George Wm. Knox, author of "Japanese Life in Town and Country," and other books. This is an effort to show the position of America in the East and to view the East in its relations to Western races from the American as well as Asiatic points of view. Dr. Knox studies the people and customs of India, of China, and of Japan, taking into account the spirit and problems that are engaging the attention of these several countries. He finds that the real underlying conditions of the East are not out of harmony with those of the West, and that the idea of a universal brotherhood is rapidly forging ahead in all Eastern countries. Speaking of India, he quotes a remark of a distinguished Brahmin, who said that "The people of India hated Englishmen as individuals, but felt that English institutions were of infinite value to his country, and therefore the people were satisfied." There is no idea of revolt in India. As to Japan—it is the country that has boldly adopted Western methods in social and military government, and on that account is viewed with suspicion by other Eastern countries. But Japan is proving the wisdom of her choice and is making rapid progress towards liberty and truth, two elements which are essential for the success of any country. The American idea in the East is not, as of old, to suppress the subject nations by holding them down under military power, but to give them immediately the right to govern themselves under such guidance as shall seem to be imperative from time to time. This idea they are attempting to do, notwithstanding the example of the English, French, Dutch, and Russian invaders of the East. Dr. Knox believes that Japan is unlikely to go to war again and that the doctrine of Asia for Asiatics is important for the world.

The book is printed in large type, which is pleasant to the eye and enables the text to be spread over a sufficient number of pages to make a \$1.50 book. The illustrations are photo-engravings and are interesting and appropriate. The book may be commended to all who are making a study of the relations now existing between the United States and the countries of the far East. (Thomas Y. Crowell & Co., publishers, New York. 328 pages. 14 full-page illustrations.)

H. B. B.

Received During the Week.

Dutton, Maud Barrows.—**LITTLE STORIES OF GERMANY**. American Book Co.

Huntington, Tuley Francis.—**ELEMENTARY ENGLISH POSITION**. The Macmillan Co. 50 cents.

Pitman, Isaac.—**SHORT COURSE IN SHORTHAND**. Isaac Pitman & Sons. \$1.25.

Orange, South, N. J., Public Schools—Annual Report 1906-1907.

New York State Hospital for Crippled and Deformed Children—Sixth Annual Report 1906.

Columbia University—Catalog and General Announcement 1906-1907.

Chester, Pennsylvania—Manual of Public Schools 1906-1907.

National Society for the Scientific Study of Education—Sixth Year-Book.

Maine—Report of State Superintendent of Public Schools. Canandaigua, N. Y.—Union School and Academy Announcement 1906-1907.

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The Educational Outlook.

School Baths in Germany.

School baths are a settled feature of popular school organization in Germany, and of late they have developed into a large sized school problem. No system in use gave entire satisfaction and all the sanitary experts have been busy devising better ones.

The douche has been found ineffectual and vapor baths are injurious to many children; tub baths have been frowned upon as tending to spread all sorts of germ diseases; every scheme, of course, had to be economical to have any practical utility.

The latest plan and the one which comes nearest to solving the problem in the judgment of the school authorities is the invention of Karl Hansson, a Berlin sanitary engineer. He proposes to construct batteries of baths, consisting of sixteen circular tubs sunk in the floor of the bathroom, with wide alleys between them in both directions.

The tubs are bowl shaped without any sort of seam or angle and are constructed of cast iron covered with white enamel. Each measures about thirty inches in diameter by fourteen in depth. The drain pipe is in the very lowest part of the hollow, so arranged as to draw off every particle of water.

Around the edge of each tub is a copper tube pierced for spray at intervals of two inches throughout its length. The jets are turned backward against the walls of the tub so that they can be used either to fill it or to wash it out thoroughly.

All these tubes are controlled by a single valve and the drainage of the tubs is also led into a single escape pipe, so that the process of emptying, washing, and refilling can be performed with a minimum of labor. Over each tub there is a shower.

The bathing drill consists in thoro

washing with antiseptic soap in waterings having neither corridors nor yards at a temperature of ninety to ninety-five degrees. After ten minutes the tubs are simultaneously emptied and the showers are turned on, beginning at the temperature of the bath and cooling to about sixty degrees.

When the children leave the tubs these are thoroly sprayed out and refilled, the whole process taking about five minutes. Thus in an hour three sets of children, or forty-eight altogether, can be bathed efficiently and under strictly sanitary conditions, with plenty of time to spare. The consumption of water is about 1,250 gallons an hour and of coal about ninety pounds.

Medical Supervision Approved.

Miss Emily Kilburn, one of the English teachers now in this country, has been studying the schools of Providence, R. I., which she heartily commends.

"I was impressed greatly," says Miss Kilburn, "with the care and skilled attention given to the physical needs of the children. For years English teachers have been asking for this attention in our schools, and at the present time a bill is before Parliament to provide such medical supervision and oversight of school hygiene such as you have here. When I return I shall earnestly advocate the appointment for Bristol of a woman to act in that capacity, for I see the incalculable benefit in checking disease, especially infectious diseases, at the outset."

Plans for Physical Exercise.

Philadelphia's new director of physical training, William A. Stecher, has planned two distinct courses of study, one especially adapted for school build-

ings having neither corridors nor yards or inadequate yard space, while the second course is for new schools and suburban districts. Instruction will be given by the grade teachers under the supervision of a number of assistant directors to be appointed to work with Mr. Stecher.

"Many of the school children in the central portion of the city need fresh air more than exercise," said Mr. Stecher. "I have seen seventy little girls crowded into a room built to accommodate thirty, wearied and stupefied by foul air. Teachers will have regular periods for opening windows and for breathing exercises. Many Philadelphia children who have space for play seem to have no notion of how to play. The course of study which I am preparing will contain games to be taught to the children. There is a possibility that the use of the public squares and public baths at certain hours may be secured for school children. If this is done open-air classes may be held during the summer months. The lack of space can be overcome in some measure if, as in Indianapolis, we are permitted to use the streets where there is little traffic for class work and games." The new director is also considering the advisability of establishing an athletic league among schoolboys.

Religious Educational Association.

Rochester, N. Y., recently witnessed one of the most remarkable gatherings of ecclesiastics and educators ever held in this country. The occasion was the convention of the Religious Educational Association.

The Association is divided into seventeen departments. In addition to the general sessions, the separate depart-

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Second Year Language Reader. xiii + 152 pp., 12mo, 30 cents net. By FRANKLIN T. BAKER, GEORGE R. CARPENTER, and MISS KATHERINE B. OWEN.

Third Year Language Reader. xvi + 284 pp., 12mo, 40 cents net. By FRANKLIN T. BAKER, GEORGE R. CARPENTER, and MISS MARY E. BROOKS, Head of Department, Public School No. 131, Brooklyn.

Fourth Year Language Reader. xiv + 345 pp., 12mo, 45 cents net. By FRANKLIN T. BAKER, GEORGE R. CARPENTER, and MISS IDA E. ROBBINS, Instructor in Horace Mann School, New York City.

Fifth Year Language Reader. xv + 477 pp., 12mo, 55 cents net. By FRANKLIN T. BAKER, GEORGE R. CARPENTER, and MISS MARY F. KIRCHWEY, Instructor in Horace Mann School, New York City.

Sixth Year Language Reader. xxiii + 482 pp., 12mo, 60 cents net. By FRANKLIN T. BAKER, GEORGE R. CARPENTER, and MISS JENNIE F. OWENS, Instructor in Jersey City Training School.

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ments held meetings for discussion of special topics. The general theme chosen for the convention was "The Materials of Religious Education."

University heads, well known clergymen, and teachers, representatives of almost every sect, gathered from all parts of the country. The convention lasted from February 3 to 7.

County Supervision in Texas.

A joint committee of the two Houses of the Texas Legislature recently listened to a number of county superintendents and others who advocated the passage of a bill establishing county superintendents in all counties with a scholastic population of 2,000 or over. At the present there are but forty-two counties with regular superintendents. This number, if the bill is passed, will be increased to 129.

Dr. W. S. Sutton, of the University of Texas, said:

"We do not ask you to establish this office in the sparsely settled counties of the State, but we do insist for the sake of the children of Texas, seventy-eight per cent. of whom live in the country districts, adequate supervision of these schools be provided. In the counties of Texas, in which the office of county school superintendent has been established, the school terms are longer, the school buildings are better, a greater per cent. of the teachers hold high-grade certificates, school libraries are established and maintained, the weak, small schools are being rapidly consolidated, and the inefficient, incompetent teacher is being rapidly retired from the profession of teaching.

"There are three reasons why the county judge as *ex officio* superintendent can not efficiently supervise the schools of his county, to wit: First, he is not trained for the work. Second, he has not the time to look after the schools and discharge the other duties attached to the office of county judge. Third, being a lawyer by profession his heart is not in the school business. This method of supervising the schools in Texas is too primitive and antiquated for a progressive State like Texas."

Right Ideals for Labor Unions.

In some cases trades unions have opposed vigorously the establishment of industrial schools as tending to increase the number of skilled workmen, and hence lower wages. Peter Williams, a prominent member of St. Augustine, Fla., has suggested that the unions start their own schools, both for training apprentices and for giving further instruction to those already belonging to the unions.

"In my opinion the establishment of such an institution in every organized city and town throughout the country would not only be a step in the right direction but a great leap toward improving the mechanical efficiency of the rank and file," he says.

"An institution of this kind could, I believe, be made self-supporting by the patrons of the school, employing competent mechanics of the town as instructors. They could hold evening exercises, say once or twice a week. The preparations need not be elaborate or expensive. A few productions of the students placed on exhibition in the hall would be an encouragement to them, and at the same time create an interest in the undertaking among other members."

President for Chicago University.

Since the death of William R. Harper, nearly two years ago, the University of Chicago has been without a regularly elected president. Prof. Harry Pratt Judson, dean of the faculties of arts,

literature, and science, was chosen as acting head until a president could be elected. On February 20 the Board of Trustees made Professor Judson's headship of the University permanent, by electing him to the presidency.

Dr. Judson is fifty-eight years old. He was graduated from Williams College in 1870. Later he taught school in Troy, N. Y., and in 1885 he became a member of the faculty of the University of Minnesota.

His connection with Chicago University dates from 1892. His work in political science has made him well known thru the country, especially as an authority on international law and political systems.

A bill has recently been recommended for passage by the North Dakota Legislature, which divides the rural schools into two classes. Those with two departments and those with four. The bill provides that teachers in these schools must hold certificates of the first class. This point was opposed, as the supply of teachers with the higher certificate is limited. However, the opposition was overcome, as it was pointed out that one object of the bill was to offer incentive for more teachers to seek this certificate.

Philadelphia's Needs.

Superintendent Brumbaugh, of Philadelphia, in speaking of the immediate need for a large expenditure of money to put the city's schools in suitable condition, said:

There is, therefore, but one of two alternatives before the people of Philadelphia; either they shall be content to continue this deplorable condition of inadequacy in our school plant, or they shall at once organize an effective demand for a loan of at least \$5,000,000 to be devoted exclusively to the uses of the public schools of the city of Philadelphia.

Chief Abbott, of the Bureau of Health, has also expressed himself in most unmistakable terms.

"There are a great many school-houses entirely unsuitable. There are instances where I believe it would be better for the children to run the streets than to be cooped up in some of the buildings used. More has been accomplished in the last year in the way of remedying defects than in any like period since I have been Chief of the Health Bureau, but the community must face the great fact that there is a large number of school-houses so deplorably dilapidated that demolition and rebuilding are the only remedies."

Dr. Brumbaugh also spoke of the urgent need of high schools.

We must have district high schools throughout the city of Philadelphia, and we can scarcely build too many of these buildings, or build them too large; for general experience teaches that every one of these will be crowded as soon as completed, and every day of delay in providing these buildings means inestimable loss to the city.

How the Rockefeller Fund will be Used.

"The ancient and mistaken tradition that colleges, for efficiency, should be located in the deep country, has prevailed to an extent so alarming that to-day the great centers of population and wealth to which the people are more or less flocking, on which all interests converge, and from which all great forces are radiating, are almost wholly neglected in our system of higher education.

"We have something like 400 colleges

in this country, located in small country towns. The first work of the General Education Board for higher education has been, and will continue to be, to assist the great centers of population, and to make them the pivots in fact as they are in all true educational theory, of the future system of higher education in this country. This is an immediate, pressing, and overwhelming need."

This statement was made by Mr. Frederick T. Gates, who represents Mr. Rockefeller's philanthropic interests. It would seem to indicate that the Board's policy would be to help the institutions located in cities. Mr. Gates stated that women's colleges would be among those first considered in the appointment of Mr. Rockefeller's recent gift.

Chicago's Budget.

Chicago's appropriation, last year, for the teachers' salary account was \$4,570,000; the committee's tentative estimate of this year's needs in that fund is \$5,000,000.

In the tentative draft of the budget some of the principal items are:

Teachers' salaries	\$5,000,000
General repairs	300,000
Engineers and janitors' salaries	580,000
Manual training, high schools	135,000
School supplies	95,000
Kindergartens	183,000
Household arts	43,000
Manual training, elementary schools	62,000

Auditor Custer, in his annual statement, showed last year's expenditures in the educational account to have been \$7,425,268.15, with a net deficit of \$201,134.84. The Board carries over an aggregate of \$222,726.75 in unpaid bills, less a cash balance of \$21,592.21, which must be met in this year's appropriation.

For buildings, sites, and playgrounds the Board last year broke all records by expending \$3,836,149.79. A surplus was left in the treasury of \$39,578.

Semi-Annual Promotions Recommended.

President Edmunds, in his annual report to the Philadelphia Board of Education suggested a remedy for the falling off in the number of first-year pupils in the high schools.

Many a boy, whom a "staled" year would appal, is willing to repeat the work of six months, and would therefore be saved to the school—and to himself. This plan would involve, of course, semi-annual promotions to the higher schools, an arrangement which would work to the benefit of both elementary and the high schools. Very few, even of the slowest pupils, need two years to do one year's work, tho there are some who require more than a year. The number who lose time is made up not only of the slower pupils, but of those who, thru personal illness or other accidental circumstances, lose sufficient time during the year to prevent them from passing to the next higher class at the end of the term.

Superintendent Brumbaugh, in his report also favored semi-annual promotions.

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In and About New York City.

Three of the New York elementary schools have found a sufficient demand for Italian to warrant their instituting the elective course which the Board of Education lately authorized.

The Stuyvesant High School will vacate its present quarters before long, and this will give the Board of Education an opportunity to establish a school for deaf mutes in the building on East Twenty-third Street. The Board has been desirous of establishing such a school for some time. The question of funds may, however, still further postpone its establishment.

A bill has been introduced at Albany striking out the one exception to the provisions of the Charter of New York City, that no city employee or officer shall have any interests in contracts or purchases made by the city. The one exception was made in favor of the Department of Education. The bill is intended to keep those connected with the schools from profiting by books which they write or edit, and which are purchased by the city. Assemblyman Hoey is responsible for the bill.

The number of pupils now on part time in the New York schools is 62,769. This means a reduction of 23,648 since the schools opened last September.

Dr. James J. Cronin, of the New York City Department of Health, lately told the Children's Aid Society that twenty-nine per cent. of the public school children suffered from defective eyesight.

A. L. Janes, of the Boys' High School, Brooklyn, has been elected president of the newly-formed organization of male high school teachers below the rank of first assistant. Mr. W. E. Foster was chosen as secretary.

The Primary Teachers' Association of New York gave an entertainment in Amsterdam Opera House on Monday, February 18, to aid in relieving those teachers who were retired before the pension law went into effect, and who are now in need of aid. The committee in charge consisted of Miss A. M. Maginn, Mrs. M. Elger, Miss M. Dugan, and Miss Anna M. McGean.

Albany has been visited by a delegation in the interest of the Foeller bill, which aims to give Brooklyn a city college. It is hoped that such an institution would furnish a nucleus for the consolidation of the many small colleges in Brooklyn. Lyman Best and Edward M. Grout were at the head of the delegation.

The total number of superintendents, principals, and teachers in the schools of New York, according to Dr. Maxwell's report, is 14,548.

The New York schoolboys showed how much they appreciate their Athletic League, at the recent badge test. Nearly 30,000 boys tried to secure the right to wear the badge. This year 2,448 were successful, as compared with 1,654 in 1906. The applicants represented 123 schools. In order to win a button the boys must not only stand "B" in effort, proficiency and deportment, but must also pass a very rigid test in jumping, running, and chinning.

The grammar grades of the New York schools are hereafter to have gymnasium work for twenty minutes, four days each week. This will take the place of the somewhat irregular exercise periods which have been inserted whenever time was available.

An important shift has been made by City Superintendent Maxwell in the work of the associate superintendents. The committee on courses of study and text-books has been divided, and Superintendent Meleney has been made chairman of the new committee on text-books. Supt. Edward B. Shallow takes up Mr. Meleney's work in enforcement of the compulsory education law. Division five, comprising half the school districts of Brooklyn, has been under Mr. Shallow's care, and will now be looked after by Mr. Meleney.

Architectural League.

From February 3 to 23 the Architectural League of New York held an exhibition at the galleries of the American Fine Arts Society on Fifty-seventh Street. The exhibits covered the fields of architecture, painting, and sculpture, and were of more than usual interest. This was the League's twenty-second annual exhibition. Many art students as well as others took advantage of the opportunity to study the work of some of America's leading artists.

Reception to English Teachers.

The reception which the New York City Teachers' Association tendered the visiting English teachers was well attended. More than two hundred superintendents, principals, and teachers were present. The expressions of cordiality were many and sincere. President Gross of the Association expressed the desire that an interchange of such visits might become frequent, and his belief that much good would result to both countries.

Other speakers were President Winthrop, of the Board of Education, Controller Metz, Association Superintendent Straubenmuller, and District Superintendents Dwyer and Grace C. Strachan. The reception was followed by a luncheon.

High School Teachers Lose Salary Fight.

The teachers in the evening high schools whose salary a few years ago was reduced from five dollars to four dollars per night, have lost their suit to recover the difference. Eighty-three teachers with claims amounting to \$5,500 brought suit against the Board of Education.

The defense claimed that since the by-laws of the Board fixing the salary had not been rescinded, the salary could not be legally reduced. The answer which Assistant Corporation Counsel Stephen O'Brien made was that the by-law had been repealed when, by a unanimous vote, forty-one members being present, the Board had adopted the resolution fixing the lower rate.

The teachers, thru their lawyer, further argued that their position was a contractual one for a period of one year. Mr. O'Brien countered this by referring to the Cusack case.

Mistakes of Schools for the Blind.

Miss Winifred Holt, secretary of the New York Association for the Blind, recently spoke of the failure of many of the schools established for these unfortunate.

"Too often," Miss Holt said, "we find the blind graduate physically undeveloped, feeble even after years of school training, illiterate, dirty, bad-mannered, and incapable of doing anything so well that he can later become a wage-earner. There are still schools where no systematic effort is made to strengthen the pupils by plenty of fresh air and suitable exercise in large and suitable playgrounds, or to teach them a trade or profession so thoroughly that later by it they can maintain themselves in the community."

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Public Lectures.

The following are among the more important lectures scheduled for the coming week: SUNDAY, MARCH 3.

"Sierra-Nevada Mountains and the Yosemite Valley," by Colvin B. Brown, at Public School 83, 216 East 110th St.

MONDAY, MARCH 4.

"The Story of the Earth—The Reign of Fire" by William T. Elsing, at P. S. 51, 523 W. Forty-fourth St. nr. Tenth Ave.

"The Sun, Its Phenomena," by Prof. Robert W. Prentiss, of Rutgers College, at P. S. 82, Seventieth St. and First Ave.

"The Makers of Political and Intellectual Germany," by Prof. Rudolph Tombo, Jr., at St. Luke's Hall, Hudson and Grove Streets.

"Modern Cities and Their Governments," by John Martin, at St. Peter's Hall, Twentieth St. and Eighth Ave.

"The World's Present Crisis; A History of the Movement for Arbitration," by Mrs. Lucia Ames Mead, at P. S. 5, 141st Street and Edgecombe Ave.

TUESDAY, MARCH 5.

"Studies in Musical Art," piano recital by Dr. H. G. Hanchett, at Weddigh High School, 115th St. and Seventh Ave.

"The History of Painting," by Alexander T. Van Laer, at the Public Library, 103 West 135th Street.

"The Structure and Functions of the Healthy Human Body," by Dr. Inslee H. Berry, at Public School 30, 224 East Eighty-eighth Street.

WEDNESDAY, MARCH 6.

"Our Country's Resources," by Dr. Claude F. Walker, at Y. M. H. A. Hall, Ninety-second St. and Lexington Ave.

"Light and Color," by Prof. Ernest R. Von Nardroff, at Cooper Union, Third Avenue and Eighth Street.

"Romeo and Juliet," by Mrs. Martha Foote Crow, at 205 E. Forty-second St.

"Our Wild Song Birds," by Edward Avis, at East Side Settlement House, Seventy-fifth Street and East River.

THURSDAY, MARCH 7.

"London and Its Government," by John Martin, at Public School 86, Ninety-sixth Street and Lexington Avenue.

"Chopin and Liszt," by Mrs. Harriet Seymour, at Public School 62, Hester, Essex, and Norfolk Streets.

"Esperanto and Other Universal Languages," by Fayette E. Moyer, at P. S. 135, First Avenue and Fifty-first St.

"Niagara and Its Gorge," by Lawrence H. Tasker, at Public School 44, Hubert and Collister Streets.

FRIDAY, MARCH 8.

"The History of Education: The Awakening of Europe," by Prof. Earl Barnes, at Weddigh High School, 115th Street and Seventh Avenue.

"Ivan, the Terrible, and Early Russia," by Arthur Rees, at Public School 157, 127th Street and St. Nicholas Avenue.

"Problems of Population and Poverty," by Prof. James Walter Crook, of Amherst, at West Side Neighborhood House, 501 West Fifth Street.

SATURDAY, MARCH 9.

"Electricity and Electrical Energy—II," by Prof. John S. McKay, at Museum of Natural History.

"Electricity: Its Application to Telephony," by Theodore I. Jones, at High School of Commerce, Sixty-sixth Street, west of Broadway.

"Chemistry—II," by Prof. Norman A. Dubois, of New York University, at St. Bartholomew's Lyceum Hall, 205 East Forty-second Street.

"Educational Problems—The Care of Our Defectives; or the Idiot in Mind and Morals," by Prof. Earl Barnes, at the Board of Education, Park Avenue and Fifty-ninth Street.

"The Siege of Peking," by Elwood G. Tewksbury, at Cooper Institute, Third Avenue and Eighth Street.

"The Fight for Pure Milk," by Rowland G. Freeman, M. D., at Public School 184, 116th Street and Lenox Avenue

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Dr. Maxwell's Recommendations.

Dr. William H. Maxwell, Superintendent of the schools of New York City, has submitted his annual report to the Board of Education. His statement is interesting both as a record of progress during the past year, and as a prospectus and outline for future development of the system.

One of the most serious problems is that of seating the 680,322 pupils, an increase of 24,819 over the previous year. During the twelve months 60,000 new sittings were made available. The two boroughs in which accommodations are most inadequate, are Brooklyn and Queens. The lack of sittings is most felt in certain sections where the pupils are largely children of foreign parents. Many of them are on two-thirds time, which renders the teachers' problem of instructing them, in a language which they do not hear in their homes, concerning institutions of which their parents can tell them little or nothing, almost impossible.

The increase in the register in the different classes of schools given in percentage are: high schools, 3.48; training schools, 35.37 (accounted for by the Jamaica Training School passing under the city's control); elementary schools, 2.77; kindergartens, 12.21. New York has 510 schools, of which 485 are elementary, 19 high, 3 training, 2 truant, and 1 nautical.

"It is encouraging," says Dr. Maxwell, "to find that, while the average attendance in the schools increased only a little over three per cent. during the year, the number who fully completed the elementary course increased over six per cent."

The number of pupils that leave the high schools before graduation has suggested the recommendation that high school buildings be open for certain hours

in the afternoon and on Saturday morning, with teachers in charge to furnish help in the study.

The number of elementary teachers has increased 4.62 per cent., giving a total of 11,810. The number of high school teachers has been increased by 10.78 per cent., and the special teachers by 3.61 per cent.

Dr. Maxwell considers the decrease in the average size of elementary classes from forty-five to forty-three, as one of the biggest accomplishments of the year.

The report closes with the following recommendations in which Dr. Maxwell embodies his ideas of the most pressing needs of the schools under his charge:

1. The greater part of the money appropriated for new school buildings should be expended in the boroughs of Brooklyn and Queens, until the congestion in those boroughs shall have been relieved.

2. The City Charter should be so amended as to place the purchase of sites under the direct control of the Board of Education.

3. The Board of Education should seek amendments to the compulsory education law making the compulsory school age seven to fourteen, instead of eight to fourteen, and authorizing it to have necessary medical and surgical treatment given to children committed to truant schools.

4. High school buildings should be kept open on the afternoons of school days until five o'clock, and on Saturday forenoons; and all children whose parents desire it should be permitted to remain during these periods for the purpose of studying their lessons and of obtaining needed advice and assistance from teachers assigned for the purpose.

5. Kindergartens, kitchens for teach-

ing cooking, and workshops for teaching manual training should be provided at the earliest possible moment in all elementary schools where they are required, to the end that the course of study may be carried out in all schools and that all pupils may enjoy equal educational advantages.

6. An amendment to the charter providing a stable minimum revenue for the purchase of school supplies should be sought.

7. The Board of Education should provide eye-glasses for children suffering from defective vision in those cases in which the parents are too poor to purchase them.

8. The Board of Education should provide simple food for children at cost price in all schools during the mid-day recess.

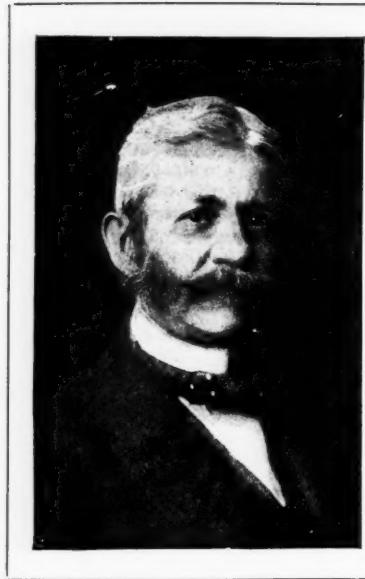
9. The Board of Education should send one or two of its superintendents to Europe for a sufficient time to make a thorough study of trade schools in Germany, France, and England, and to report those features of their work and administration best adapted for use in similar institutions in New York City.

10. A department for the training of shopwork teachers should be established and maintained by the Board of Education.

11. The rules for the deduction from teachers' salaries in case of "serious personal illness" should be so amended as to diminish the financial burden thrown upon the teacher who suffers from prolonged sickness.

12. After twenty or twenty-five years of service a teacher should be given a year of rest with a liberal allowance of salary.

13. The Board of Education should seek to secure such a modification of the rules governing the issuance of seamen's licenses as will give due weight and recognition in determining grade and promotion to the scientific training given in our nautical school.



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Here and There.

President Roosevelt has approved the bill authorizing the Secretary of Commerce and Labor to investigate and report on the industrial, social, moral, educational, and physical condition of women and child workers in the United States.

The committee that has been agitating the granting of pensions to teachers in Pennsylvania, estimates that if every eligible teacher should retire the total amount paid to them would not exceed \$370,000 annually.

Professor Peabody, of Harvard University, at a recent meeting of the Massachusetts Schoolmasters' Club, in Boston, spoke of the educational ideals of Germany. He called attention to the continuation of study thru life as seen all over Germany, and expressed a hope that in America men and women would come to realize that the holding of a diploma from one of the higher institutions of learning does not prohibit them from continuing their pursuit of knowledge.

Pres. Samuel C. Jamison, of the Pittsburgh Central Board of Education advocates, in his inaugural address, the establishment of detention schools. Another suggestion of his is that teachers should be elected by the Central Board rather than by the ward school boards.

The apportionment of the State school fund in Georgia has been made by School Commissioner W. B. Merritt. The figure per pupil is twelve cents higher than in any previous year, it being \$2.53.

The Duke of Devonshire, Chancellor of Cambridge University, has appealed for \$7,500,000 to equip the University and supply its needs. The newspapers in supporting the appeal, contrast the generosity of wealthy Americans toward the universities of the United States with the indifference of Englishmen of wealth.

Chief Examiner Charles S. Fowler, of the Civil Service Commission of New York, has announced an examination for Sloyd Instructor in State Institutions, to be held on March 16. The position pays from \$600 to \$720, and maintenance. Information may be obtained from the commission at Albany. Applications must be filed on or before March 11.

State Auditor Iverson, at a recent meeting of the University Dining Club, in Minneapolis, spoke of Minnesota's school fund. "The State school fund," said Mr. Iverson, "eventually will have an invested basis of \$100,000,000 if the proper care and attention is given to the use of the State mineral lands."

C. L. Sawyer, of Hennepin County, Minn., has introduced a bill in the Legislature which provides for continuous sessions at all of the normal schools of the State, calling for an appropriation of \$30,000 for the operation of a summer term of twelve weeks. Another bill has been introduced by the same member which calls for an appropriation of \$150,000 for the erection of a college of education building for the training of county superintendents, high and graded school teachers. It also calls for \$25,000 for running expenses.

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THE SCHOOL JOURNAL

237

Perhaps it may give a little puff to our national pride to learn that England is borrowing an edition of Shakespeare from America. The First Folio Edition of Shakespeare, which Thomas Y. Crowell & Company are bringing out in this country, is to be republished in London. The text of this handy little edition is an exact reprint of that contained in the famous first folio of 1623.

The catalog of Columbia University, recently published, shows a student enrollment of 4,611 with 498 officers exclusive of clinical assistants. The present issue includes for the first time the Faculty of Fine Arts, which was established in 1906.

Bills have been introduced in both Houses of the Texas Legislature, which would strike from the uniform textbook law, which has been in force for ten years, the clauses providing that cities of 10,000 or over shall be exempt from its provisions.

The following works published by Isaac Pitman & Sons, New York, have been adopted by the New York Board of Education: "Isaac Pitman's Short Course in Shorthand"; "Selections from American Authors in Shorthand"; "Business Correspondence in Shorthand, Nos. 1, 5, and 6"; "Fonic Word List," and "Stenographic Word List," by Buckle & Lewis.

On Monday, February 11, the regular meeting of the Association of Women Principals, of New York, was held in the drawing-room at the city Normal College. Miss Alida S. Williams is president. The meeting was interesting and helpful, but might have been better attended.

President Walsh, and other members of the San Francisco Board of Education, who have been in Washington in connection with the Japanese school question, visited New York recently to study the city's school buildings. Buildings in other cities will also be examined for the purpose of determining the best plans for San Francisco's new schools.

Place Many Stenographers.

Following its annual custom, the Remington Typewriter Company has just published figures showing the number of stenographers placed in positions by the company's free employment departments throughout the country in the last year. Thru the medium of these departments stenographers in the leading cities were placed as follows: New York, 10,040; Chicago, 6,030; St. Louis, 2,633; Boston, 2,198; Philadelphia, 2,129; San Francisco, 1,795; Pittsburgh, 1,630; Kansas City, 1,605; Cincinnati, 1,113, and Dallas, 1,048. In eight other cities the thousand mark was almost reached.

These figures are record-breaking, showing unprecedented demand for stenographic help. Even in San Francisco, despite the earthquake disaster, more stenographers were placed in positions than ever before, and the Remington office in San Francisco reported that the demand for typewriter operators exceeded the supply by more than two to one. The continued prosperity of the country, the company points out, is clearly reflected in the increasing demand of the business world for more operators of writing machines.—New York Press.



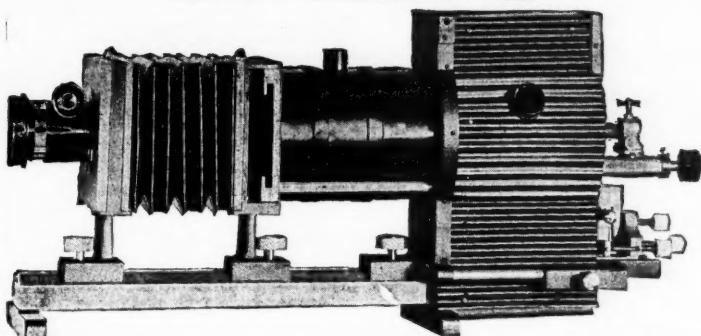
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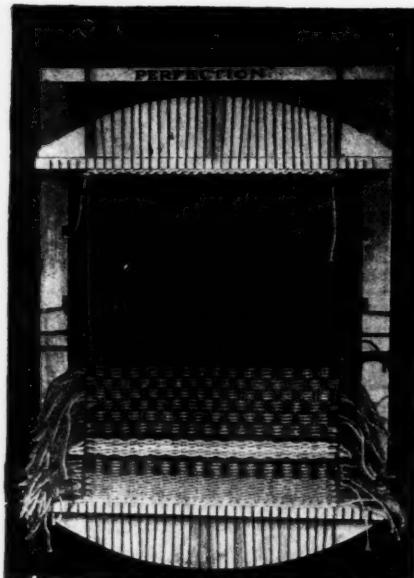
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The Cosy Corner.

MRS. GASSER—"I was outspoken in my sentiments at the club this afternoon."

MR. GASSER—"I can't believe it! Who out-spoke you, my dear?"—*Puck*.

He Knew Lincoln.

Of all the stories of Abraham Lincoln none is more humanely interesting than that now told for the first time by Ida M. Tarbell in *The American Magazine* for February.

It seems that among the many old associates of Lincoln from whom Miss Tarbell got material for her "Life of Lincoln," was a man who was a townsmen and a friend of the President from the first days of his appearance as a lawyer in Springfield to the end of his life. In the long and intimate conversations which Miss Tarbell had with this man he reviewed his whole acquaintance with Mr. Lincoln, and gave in a quaint and original way his impressions of him. These impressions are recorded by Miss Tarbell in the man's own language.

"Did I know Lincoln? Well, I should say. See that chair there? Take it, set down. That's right. Comfortable, ain't it? Well, sir, Abraham Lincoln has set in that chair hours, him and Little Doug, and Logan and Judge Davis, all of 'em, all the big men in this State, set in that chair."

This is the way Billy Brown began to tell his story to Miss Tarbell, and Miss Tarbell passes it on just as Billy told it.

"Mr. Lincoln was always here. Come and set by the stove by the hour and tell stories and talk and argue. He traded here. I've got his accounts now. See here, 'quinine, quinine, quinine.' Greatest hand to buy quinine you ever seen. Give it to his constituents."

Then follows the story of Mr. Lincoln's life—just as it appealed to a plain man. It pictures the surprise of Lincoln's fellows at his growing greatness, and their bewilderment at his election to the Presidency, their pride in having a presidential candidate among them, their grief at his going away, their broken hearts when he returned.

One of the most interesting parts of the story is the account of the trip Billy made to Washington to see the President. "I come to see you, Mr. Lincoln—just wanted to see you—felt kind a lonesome—been so long since I'd seen you." Then Billy goes on and tells all that happened on that memorable trip.

In its power to move the reader to laughter and tears, alternately, the story is as successful as "Dave" Warfield is in "The Music Master."

Amherst College was closed recently on account of scarlet fever. Thirty cases of this disease were reported, and one death. Williams, Cornell, and the University of Syracuse also reported a number of cases of the same disease.

Hands Raw With Eczema.

SUFFERED FOR TEN YEARS—SPREAD TO BODY AND LIMBS—CURED BY THE CUTICURA REMEDIES.

"I had eczema on my hands for ten years. At first it would break out only in winter. Then it finally came to stay. I had three good doctors to do all they could, but none of them did any good. I then used one box of Cuticura Ointment and three bottles of Cuticura Resolvent, and was completely cured. My hands were raw all over, inside and out, and the eczema was spreading all over my body and limbs. Before I had used one bottle of Cuticura Resolvent, together with the Ointment, my sores were nearly healed over, and by the time I had used the third bottle I was entirely well. I had a good appetite and was fleshier than I ever was. To any one who has any skin or blood disease I would honestly advise them to get the Cuticura Remedies, and get well quicker than all the doctors in the State could cure you. Mrs. M. E. Falin, Speers Ferry, Va., May 19, 1905."

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I made my big hit in Mexican Mining property. No paper mines but genuine properties that are great dividend payers. If you and your wives wish to make money fast and sure invest in Mexico. Cecil Rhodes, Mining King, says that "Mexican Mine investments are the safest in the world and the most profitable." Mexican laws will not permit that wild cat business that robs the people in the States. It is the richest mining district in the world. Any person can make money. A few dollars invested now will bring you thousands in a year. Invested \$10 for a friend who is now getting \$5 per month dividend. I have nothing to sell and as I am travelling I have no chance to answer letters. The Pittsburg Oaxaca Mining Company, Block 74, Pittsburg, Pa., will give you full information regarding **SAFE INVESTMENTS** in Mexico. This firm is perfectly reliable. Through them I made \$20,000 in less than a year with only a few dollars to start with. You don't have to go to Mexico. Ask them to send you samples of ore.

JACK MARSTON.

He had small skill o' horse flesh
who bought a goose to ride on. Don't take
ordinary soaps

for house cleaning

THE PROPER THING

is SAPOLIO

Try a cake of it and be convinced.

Feudalism in Africa.

The following striking parallel between the development of African and European feudalism is taken from the *Southern Workman*:

"African culture had reached the feudalistic stage when interrupted by European intervention. African feudalism is said to be strikingly similar to that of Europe in the thirteenth century. At the great annual festival of the Ashantis—the Yam custom—all the caboceros, captains, and the greater number of tributary kings or chiefs are expected to appear at the Capital. The nobles or captains against whom the king has cause of complaint are then placed on trial. Sometimes a chief who suspects that he has become obnoxious to the king will not trust himself in the Capital without the means of defense or intimidation. Sometimes a powerful cabocero will bring three thousand armed attendants. This is analogous to the dealings of a monarch of Medieval Europe with his great barons."

As among other peoples, the office of king is in some cases hereditary and in some cases elective. There are limited and despotic monarchies. Many negro tribes have a war lord who is not one and the same as the peace lord. American Indians and other peoples have a similar custom. African chiefs are said to be generally superior to their followers in physique. Compare the chieftains and kings of the Germanic and other peoples. The chiefs on the Gold Coast have their court forms and etiquette and their own customs and mode of living. Negro kings have insignia of royalty the same as civilized potentates. Some kings surround themselves with a certain amount of mystery and magic. Their persons are held sacred. The same practice and claim are made by rulers in other lands.

FREE, "THE DICTIONARY HABIT."

The publishers of Webster's International Dictionary have just issued a handsome, thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent, gratis, to any one who addresses the firm, G. & C. Merriam Company, Springfield, Mass. Write to-day.

Burning Drift-Wood.

[By JOHN GREENLEAF WHITTIER.]

Before my drift-wood fire I sit,
And see, with every wail I burn,
Old dreams and fancies coloring it,
And folly's unlaid ghosts return.

Oh ships of mine, whose swift keels clef
The enchanted sea on which they sailed,
Are these poor fragments only left
Of vain desires and hopes that failed?

Did I not watch from them the light
Of sunset on my towers in Spain,
And see, far off, uploom in sight,
The Happy Isles I might not gain?

Did sudden lift of fog reveal
Arcadia's vales of song and spring,
And did I pass, with grazing keel,
The rocks whereon the sirens sing?

Have I not drifted hard upon
The unmapped regions lost to man
The cloud-pitched tents of Prester John,
The palace domes of Kubla Khan?

Did land winds blow from jasmine flowers,
Where Youth the ageless Fountain fills?
Did love make sign from rose-blown bow-

ers,
And gold from Eldorado's hills?

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When it is considered how much dust is constantly being raised by shuffling feet, it becomes necessary that, in order to correct the dust evil in our schools, we must use some means whereby the dust will be prevented from circulating. It has been proved that wherever

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is used the amount of circulating dust is reduced eleven-twelfths. What a boon this must be to teachers and scholars. Irritation of eyes and physical discomfort are not the most serious consequences of dust: Dust is one of the most potent factors in the spread of diseases such as Typhoid Fever, Typhoid Fever, Malaria, Cholera, Typhus, Diphtheria, Yellow Fever, Pneumonia, and others too numerous to mention.

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Alas! the gallant ships, that sailed
On blind Adventure's errand sent,
Howe'er they laid their courses, failed
To reach the haven of Content.

And of my ventures, those alone
Which Love had freighted, safely sped,
Seeking a good beyond my own,
By clear-eyed Duty piloted.

Oh, mariners, hoping still to meet
The luck Arabian voyagers met,
And find in Bagdad's moonlit street
Haroun al Raschid walking yet!

Take with you, on your Sea of Dreams,
The fair, fond fancies dear to youth,
I turn from all that only seems,
And seek the sober grounds of truth.

What matter that it is not May,
That birds have flown, and trees are bare,
That darker grows the shortening day,
And colder blows the wintry air!

The wrecks of passion and desire,
The castles I no more rebuild,
May fitly feed my drift-wood fire,
And warm the hands that age has chilled.

Whatever perished with my ships,
I only know the best remains.
A song of praise is on my lips
For losses which are now my gains.

Heap high my heart! no worth is lost;
No wisdom with the folly dies.
Burn on, poor shreds, your holocaust
Shall be my evening sacrifice!

Far more than all I dared to dream,
Unsought before my door I see;
On wings of fire and steeds of steam
The world's great wonders come to me.

And holier signs, unmarked before,
Of Love to seek and Power to save,—
The righting of the wronged and poor,
The man evolving from the slave.

And life, no longer chance or fate,
Safe in the gracious Fatherhood.
I fold o'er-wearied hands and wait,
In calm assurance of the good.

And well the waiting time must be,
The brief or long its granted days
If Faith and Hope and Charity
Sit by my evening hearth-fire's blaze.

And with them, friends whom heaven has spared,

Whose love my heart has comforted,
And, sharing all my joys, have shared
My tender memories of the dead,—

Dear souls who left us lonely here,
Bound on their last, long voyage, to whom

We, day by day, are drawing near.
Where every bark has sailing room.

I know the solemn monotone
Of waters calling unto me;
I know from whence the airs have blown
That whisper of the Eternal Sea.

As low my fires of drift-wood burn,
I hear that sea's deep sounds increase,
And, fair in sunset light, discern
Its mirage-lifted Isles of Peace.

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